DOCUMENT RESUME

ED 427 225 CE 078 136

AUTHOR	Selkirk, Betty; Wiggins, Sondra
TITLE	Preparing to Enter the Workforce: A School-to-Work Model for Adults. Final Product. 1997-1998.
INSTITUTION	ARIN Intermediate Unit 28, Indiana, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	1998-00-00
NOTE	262p.
CONTRACT	98-8014
PUB TYPE	Guides - Classroom - Teacher (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Adult Education; *Education Work Relationship; Educational Resources; *Employment Potential; High School Equivalency Programs; Integrated Curriculum; *Job Search Methods; *Job Skills; *Job Training; *Outcomes of Education; Program Effectiveness; Teaching Methods
IDENTIFIERS	Pennsylvania; 353 Project

ABSTRACT

A project was conducted to prepare unemployed or underemployed adults to enter the work force by continuing and expanding an adult education and career enhancement program that embraces the National Education Goals and contains all the elements of a school-to-work model. Staff were recruited and trained, a curriculum integrating work-based and school-based learning was designed, and secondary and postsecondary components were linked. In addition, linkages were established among the school, other human service providers, and industries in the community. Students were recruited, trained in academic as well as job readiness and job skills, and matched with mentors for on-the-job activities. Of the 10 students enrolled in the program, 3 completed all components of the program. Three students completed the job search phase part of the program, and three students participated in the work-based component of the program and had positive work experiences. Of the three completing students, one had secured full-time employment at the close of the program, and the other two were actively searching for jobs. The program has proved to be successful for all students involved over its 2-year existence. (Eight appendixes, which make up the majority of this document, include a marketing plan, adult-to-work resources, handouts and worksheets, orientation, practice job applications, evaluation forms, job center letter, and work experience contacts.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AE 3025-1236A
c.5

98-8014

ED 427 225

PROJECT # 98-8014

20,000

FINAL PRODUCT

Project Name: Preparing to Enter the Workforce: A School-to-Work Model for Adults

Project Year: 1997 – 1998

SEP 01 1998
BUREAU
AND LITERACY EDUCATION

Submitted by:

Betty Selkirk, Adult-to-Work Counselor
Sondra Wiggins, Adult-to-Work Instructor
ARIN Intermediate Unit 28
2895 Route 422 West
Indiana, PA 15701-8300
Phone 724/463-5300

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

C Keenan

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

"The Activity which is the subject of this report, was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred."

CE076136

BEST COPY AVAILABLE

ABSTRACT PAGE **Project No: 98-8014**

(You may adjust space between headings, but please limit the abstract to 2 pages.)

Grant Recipient: ARIN Intermediate Unit 28
2895 Route 422 West
Indiana, PA 15701-8300
724-463-5300

Program Name: Preparing to Enter the Workforce: School-to-Work Model for Adults

Grant Allocation: $20,000

Project Period: July 1, 1997 – June 30, 1998

Project Director: Susan Hanson

Project Purpose: To prepare unemployed or underemployed adults to enter the workforce.

Project Outcomes: Ten (10) unemployed or underemployed adults have received career counseling, vocational exploration, and employment related skills which will enable them to successfully enter the workforce.

Impact: The target quota of twenty (20) students was not met but the lower enrollment of ten (10) allowed for more intensive attention, guidance and instruction which enabled the program to meet the individual needs of each student.

Product or Training Developed: A manual and video have been developed.

Products Available From: A manual and video have been developed and are available through ABLE, AdvancE, and the WPALRC for distribution.

Project Continuation and/or Future Implications: Project ended in the 1997-1998 program year.

Conclusions/Recommendations: It is recommended that all programs interested in conducting a School-to-Work project for adults review the materials included in the final project report for applicability and implement the suggestions contained in the narrative. We would caution projects intending to implement this type of project to carefully screen individual applicants as to their literacy levels and commitment to completing the project.

TABLE OF CONTENTS

ABSTRACT

INTRODUCTION TO THE MAIN BODY OF THE FINAL REPORT

Purpose and Objective of the Project 1
Time Frame 1
Administration of Program 1
Project Staff 2
ATW work site coordinator information 3
Audience 3
Dissemination of project 3

BODY OF THE REPORT

Statement of the Problem 4
Goals and Objectives with Which to Explore Problem 7
Objective 1 8
Objective 2 8

PROCEDURES USED TO STUDY AND EXPLORE PROBLEM

General Design 8
Methods and Materials 9
Staff Orientation/Training 10
Staff Planning 10
Recruitment 10
Program Orientation 11
Instructional Materials 11
Portfolios/Records 13
School-Based Component 13

CAREER EXPLORATION PHASE

Discover Readiness for Employment 14
Discover Themselves 15
Discover Employers' Expectations 15
Discovering Career Goals 16
Discover Key Skills 16
Discover Career Interests 16
Collection of Job Related Data 17

JOB SEARCH PHASE

Classroom Instruction 17
Work Experience 18
Speaker 18
Banquet 18
Work-Based Component 18
Connecting Activities 19

REPORT ON GOALS AND OBJECTIVES

Objective 1 20
Objective 2 21
Evaluation Instruments/Techniques Used and Results 24
Procedure for Dissemination 24

CONCLUSION/RECOMMENDATIONS

Conclusions 24
Recommendations 25

APPENDIXES

Appendix I: Marketing Plan

Appendix II: Adult-to-Work Resources

Appendix III: Handouts and Worksheets

Appendix IV: Orientation

Appendix V: Practice Job Applications

Appendix VI: Evaluation Forms

Appendix VII: Job Center Letter

Appendix VIII: Work Experience Contacts

INTRODUCTION TO THE MAIN BODY OF THE FINAL REPORT

PURPOSE AND OBJECTIVE OF THE PROJECT

The purpose of this project was to continue and expand an adult education and career enhancement program that embraces the National Goals of Quality Education and contains all the elements of a School-to-Work model. Specifically, this project continued to develop, refine and implement curricula that increased the employment skills of unemployed and under employed adults to the level necessary in selected occupations and/or post secondary education.

TIME FRAME

- Identification of staff members - July 1997 through January 1998
- Staff orientation - January 1998
- Construction of marketing plan - July 1997 through December 1997
- Implementation of marketing plan - January 1998
- Curriculum refinement ongoing - January 98 through April 1998
- Order materials and supplies -January 1998 through February 1998
- Recruit and select students - January 1998 through February 1998
- Student orientation - February 10 & 12, 1998
- Classroom-based component began February 17, 1998
- Assessment and Career Exploration - February 1997 through March 1998
- Employment skills instruction - March 1998 through April 1998
- Contact local businesses to recruit mentorship and employment sites - January 1998 through April 1998
- Work-base component began - April 14, 1998
- Career and employment counseling component - February 1998 through May 1998
- Individual Career, Employment, Academic and Personal goal setting - February through April 1998
- Program and student evaluation activities - March 1998 through May 1998
- Placement into employment or mentorships - March 1998 through April 1998
- Follow-up activities - May 1998 through June 1998

ADMINISTRATION OF PROGRAM

ARIN Intermediate Unit #28 is governed by a board of directors composed of elected representatives of the eleven (11) school districts in Armstrong and Indiana Counties and headed by an Executive Director. This governing body approves and monitors all programs, staff, and activities.

ARIN Intermediate Unit is one of the principle providers in the STW Opportunities System Implementation Grant, which Indiana County has received, and was the lead agency in applying for a STW OS Planning Grant in Armstrong County. The Armstrong County Grant was awarded to ARIN. ARIN has provided ABLE funded Adult Basic Education, GED preparation, Literacy Institutional programs, English-as-a Second Language and Homeless Education to adults in need of these services for the past eighteen (18) years.

PROJECT STAFF

ARIN Intermediate Unit's, coordinator of Adult Education, Susan Hanson supervised all aspects of the program and served as the Project Coordinator. The Coordinator possesses a Master's Degree in Exceptionalities, extensive course work in the area of Adult Education and twenty-three (23) years experience in the field of education. Ms. Hanson holds PA Certification in the areas of Special Education, Cooperative Education, Secondary School Guidance and Supervision.

The instructor for the program was Sondra Wiggins who possesses a B.S. Degree in Education with an Instructional II teaching certificate. Ms Wiggins has nine-(9) years experience in public school education and thirteen (13) years experience as an adult education instructor.

The counselor for the program was Betty Selkirk who possesses a B.S. Degree in Education with an Instructional I teaching certificate. Ms. Selkirk has fifteen (15) years experience with the public school system and twenty-one (21) years experience as a teacher/counselor in adult basic education and training programs.

STAFF ORIENTATION TRAINING

ATW WORK SITE COORDINATOR INFORMATION

The work site coordinator was Carol Hamilton who possesses a B.A. Degree in English and Speech with an Instructional I teaching certificate. She also holds a Master's Degree in Reading/Education and a Reading Specialist certificate. She has one-year experience as a tutor with ARIN's Adult Literacy program and one year experience as a School-to-Work Transition specialist for the Indiana County Workshop Employment Services and she was a realtor for three years for a local broker.

Sherree Ashbaugh, Colleen Zitzelman, and Barbara Appleba, ARIN Adult Program's support staff provided secretarial support for the program.

AUDIENCE

This report will be a resource guide for Adult Education programs interested in starting a School-to-Work program for adults. This project will also be useful to Adult Education Programs who desire to assist students in the job search process, and career exploration.

DISSEMINATION OF PROJECT:

The Adult Basic and Literacy Education (ABLE) Bureau of the Pennsylvania Department of Education will be the source of dissemination for the project. Project products and final reports can be requested from:

ABLE
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

AdvancE
Pennsylvania Department of Education
PDE Resource Center, 11th Floor
333 Market Street
Harrisburg, Pennsylvania 17126-0333

BODY OF THE REPORT

STATEMENT OF PROBLEM

This School-to-Work special demonstration project was designed to provide assistance to adult individuals, over the age of 22, who were unemployed and/or underemployed and who were actively seeking permanent employment or post-secondary education. These adults were part of a population, not covered under the School-to-Work Opportunities Act. Individuals included in this population had academic literacy skills and career specific skills that were below the standards necessary for entry-level jobs and/or post-secondary education preparation. The School-to-Work Opportunities Act, passed into law in early May 1994, has as its intent the building of systems to address the career education and preparation needs of all students. "More importantly," according to Piers Bateman, President of the communications division of the Center for Occupational Research and Development, "they {congress} see the School-to-Work transition system as the strategy--the driving force-- to achieve the goals contained in the Goals 2000 Educate America Act. They believe that by forcing education to look at itself through the lens of skills and knowledge required for today's and tomorrow's jobs, we will be able to transform both its practices and structures to accomplish those goals."

Workforce development is among President Clinton's priorities. During this years recent State of the Union message, the President called for Congress to work with him to complete action on job training and workforce development systems. In a similar vein, Governor Tom Ridge, through the appointment of a Workforce Development Strategic Planning Group composed of representatives of: Aging, Community & Economic Development, Education, Labor & Industry, and Public Welfare, has sent a clear message that developing training programs responsive to the needs of employers and job seekers is of key importance. Making "work" the keystone of the state's Workforce Development System is the fundamental goal of the Strategic Planning Group's efforts to restructure how workforce development operates in Pennsylvania.

Most of the efforts to accomplish these goals, however, have been applied at the secondary level with programs such as Youth Apprenticeship and Tech Prep. While such efforts must continue, we cannot wait three of four years to strengthen the skills of the current workforce. According to the United States Census Bureau, the number of 18 to 20 year olds in this country is declining 19 percent, while overall population is increasing 18 percent. This means that by the year 2000 the average age of workers in the United States can be expected to increase to 36 to 39 years. In order to keep productivity growing, therefore, we must work toward strengthening the existing workforce.

The February 1997 issue of "Update-Pennsylvania WORKFORCE DEVELOPMENT" cites the following statistics. "As many as half of PA's more than 9 million adults age 16 and older have literacy skills below the level needed to function effectively in today's society." "Demand for workers exceeds supply in more than 60% of those jobs requiring some form of post-secondary education." "Most employers today require a high school diploma as proof that a job seeker is not a drop-out--not as evidence of academic achievement." "As many as a third of people on unemployment will exhaust their benefits regardless of whether they are high school drop-out or college graduates."

In the statistics relative to both of the counties that ARIN serves, a correlation is shown between poverty, rural life, and school dropout rates. According to Indiana County Job Service statistics, double-digit unemployment existed in five of the past ten years including 1992-94, ranking Indiana County at the bottom of the state unemployment roles. Armstrong County has experienced similar statistics. Labor Force Statistics, 1995, show that Armstrong County's unemployment rate of 9.5% is significantly higher than the overall unemployment rate in Pennsylvania at 5.8%. Robert Lankard, Job Center ESP Manager, said, "Since 1985 there has been wholesale dislocation in the coal mining, manufacturing, natural gas, and electricity generation industries. The skills possessed by these workers are not readily transferable in the remaining economy."

Along with unemployment, the demand for public assistance benefits is critical. With the implementation of the new Federal Welfare Reform initiative, Nicholas Kanyon, Indiana County Assistance Office Manager, states that of the cash assistance cases in Indiana County, 1,356 cases will be effected. Similar figures can be noted in Armstrong County. Armstrong and Indiana counties' poverty rates are substantially higher than those reported as an average in Pennsylvania. Indiana County is 20.9% urban and 79.1% rural population. Armstrong County is 15% urban and 85% rural. According to 1990 Census Data, the median family income of $27,024 in Armstrong County is significantly lower than the $34,856 in Pennsylvania. The correlation between poverty, rural life, and school drop-out rates as documented in the literature and in local research, is substantiated in the Pennsylvania County Planning Data Kit: 1992 supplement. In Armstrong County 28% of those 18 years of age or older do not have a high school diploma; among these are 15,565 people with less than a ninth-grade education, (1990 census). In Indiana County, 22% of those 18 years of age or older do not have a high school diploma. According to the 1990 census, 15,492 people in Indiana County, 18 years of age or older, have less than a ninth-grade education.

Vocational researchers, Edling and Sosbe (1991), point out that "the solution for these adult workers and their potential employers is not another "quick fix" that emphasizes cheap, easily attainable skills in a narrow field. Such skills will become obsolete as quickly as the new equipment the workers use. Instead, the solution for these adults lies in relaying their academic foundation and then building new technical skills on to the new and more solid base."

In Pennsylvania, Workplace Literacy programs have for years combined school-based and work-based learning. Workforce programs, such as Customized Job Training and Apprenticeship Programs have increased adult workers' technical skills. On a national level, a number of adult "Bridge" programs, based on the Tech Prep model have sprung into existence since 1990. A review of the literature did not identify any adult education models that contained all three basic components of a School-to-Work program: work-based learning, school-based learning and connecting activities.

GOALS AND OBJECTIVES WITH WHICH TO EXPLORE PROBLEM

The inclusive goal of this project was to build a School-to-Work system for the adult population over age 22 that included all three basic components of a School-to-Work program. Specifically, the program will develop and implement curricula that will increase skills related to chosen career clusters of unemployed and underemployed adults to the level necessary for entry level jobs in selected occupations and/or post secondary education. This will be accomplished through a process that will involve cooperation and commitment from project staff, business/industry and labor components, and community based agencies.

ARIN Intermediate Unit's goal is to prepare out of school adults to enter/re-enter the workplace, or develop the necessary skills to be successful in post-secondary training. This will be done by building upon adult education activities that exist in the local communities, as well as the School-to-Work Continuum outlined in the Local Compact's implementation and planning of grants.

OBJECTIVE 1:

To develop and implement an adult education program with a broad base of support that includes the three major components of a School-to-Work model, and curricula that contains a rigorous core of labor, business, and industry-driven academic and occupational skills.

A. Provide at least one joint in-service training workshop for faculty, counselors, administration, employers, and other staff involved with the program.
B. Structure and refine the marketing plan to garner community-wide support and enthusiasm for the program.
C. Identify at least 10 (ten) work-based learning sites
D. Enroll twenty (20) out-of-school youth and adults into the program.
E. Demonstrate academic proficiency beyond the developmental level for entrance test scores for 100% of students who make a transition from the program into post secondary programs.

OBJECTIVE 2:

To develop administrative, instructional, and support strategies that will enable all students to meet individual and program goals.

A. At least 85% of students enrolled will complete the program
B. Ninety-five percent (95%) of the students who complete the program will have increased two grade levels in reading, math, and language scores as demonstrated by pre and post-testing with the Test of Adult Basic Education (TABE).
C. At least 90% of completers will enter full-time, unsubsidized employment and/or post secondary education.

PROCEDURES USED TO STUDY AND EXPLORE PROBLEM

GENERAL DESIGN

The design of this program was particularly appropriate for achieving the state priority A-9, in that it addressed the School-to-Work system's common features and components: (1) the integration of work-based and school-based learning, (2) the linking of occupational and school-based learning; and (3) the linking of secondary and post secondary education. It also established linkages among the school, other human service providers, and industries in the community so that work-based and school-based learning are both incorporated.

This project was consistent with the Philosophy of Education contained in Chapter IV of the Commonwealth of Pennsylvania Adult Education State Plan, in that it speaks to the need "...to encourage unions, businesses, and industries to develop work site adult education programs." It was keeping within the goals and objectives of the state plan, especially the following:

- Objective 2.1 - Expand workforce literacy education in both rural and urban Pennsylvania.
- Objective 2.3 - Collaborate at state and local levels to meet the educational, employment, social and personal needs of adult learners.
- Objective 3.3 - Encourage alternative delivery systems for adult education programs.

METHODS AND MATERIALS

The Center for Occupational Research and Development (CORD), Waco, Texas had done the most extensive research in the area of adult "Bridge" programs. This project utilized curriculum outlines and resource references from CORD that served as a basis for individualizing competencies, describing curricula and for selecting materials.

In the book Tech Prep Associate Degree, written and compiled by Hull and Parnell (1991), the following methods were cited as being particularly successful in training or retraining adults for technology: hands-on learning, applications orientation (immediate tactical, visual, auditory, and kinesthetic reinforcement), cooperative learning, encouragement of collaboration rather than cooperation, allowances for different learning styles and rates, and consideration of the personal issues affecting adult students. These methods served as topics for staff development.

This project accessed the past 353 projects and materials available at AdancE and through PDE Regional Staff Development Centers for some of the above areas, as well as for materials on job and employability skills.

Textbook and instructional materials will be purchased which meet the academic enrichment needs of each individual student and which complement the occupation specific curricula.

STAFF ORIENTATION/TRAINING

The project coordinator, instructor and counselor first met in January 1998 to become acquainted with the goals of the project and to begin planning the structure of the program. At the first meeting, the position of work site coordinator was not filled. The original person who had been hired had resigned in December 1997 due to finding other employment. A replacement was hired in January and in-serviced by last year's Adult-to-Work instructor, counselor and work site coordinator. The program staff attended the PAACE Midwinter Conference in February, 1998 where several sessions offered were on program related topics.

STAFF PLANNING

During December and January of the project year, plans were made for the recruitment of students, student orientation sessions, and course curricula. The program format included: large group instruction, small group instruction, individualized instruction, counseling, computer assisted instruction, a speaker from a local human service agency, outside assignments, and research.

RECRUITMENT

In November, ARIN began advising potential students and human resource agency providers by word of mouth of our up coming program. In January, an informational letter and fact sheet was circulated throughout both Armstrong and Indiana counties' human service agencies announcing the Adult-to-Work program's specific details on dates, times, location, procedure for registration, etc.

The best recruitment sources were the local Job Centers, Department of Public Assistance, New Choices, and Human Service Department's Family Self-Sufficiency Program.

PROGRAM ORIENTATION

Program orientation was scheduled for February 10 and 12, 1998. The first session consisted of an overview of the program and its requirements. Participants were given a tour of the class site, completed the NovaNET Introduction to Computer lesson, and received a Syllabus of the class schedule. A review of last year's program was followed by a question and answer period. Personal Data Sheets were collected and interested clients signed contracts. The second session was assessment of basic academic skills using the Work Related TABE tests.

An attempt was made to accommodate the personal needs of all interested clients. Those unable to attend the first night were permitted to start with the TABE testing the second night and then received the program Syllabus, class site tour and computer introduction as time permitted. One student with health problems was allowed to enter in late February.

Eight (8) were scheduled for the first night of orientation and seven (7) attended. Five (5) additional persons were scheduled for the second night of orientation and ten (10) attended. Nine (9) indicated interest and signed the class contract.

INSTRUCTIONAL MATERIALS

The curricula included a variety of materials from several companies; however, the majority of our material came from the JIST Co. The main consumable texts were, Getting the Job You Really Want, You're Hired: Book Two, and Job Smarts: Books One and Two.

Handouts, worksheets, and inventories were an integral part of class activities. A complete list of all class materials and resources are found in Appendixes I and II.

During the Career Exploration phase of the program, the staff used a variety of inventories and testing instruments to help the students assess the following: their vocational interests, job related skills, educational skills, learning strengths, transferable skills, self-management skills, vocational values, and barriers to employment. During the Job Search phase of the program, the staff used many occupational research books purchased for this program. The most helpful were The Occupational Outlook Handbook, The Dictionary of Occupational Titles, and The Enhanced Guide for Occupational Exploration.

Computer assisted instruction was a valuable part of the curricula. Students were given instruction in basic computer skills and were afforded the opportunity to enhance these skills. They gained confidence in their new technological skills through a variety of computer activities and applications. They were exposed to Windows 3.11, Windows 95 and Microsoft Word.

In the first year of this project, the instructor and project coordinator had researched and previewed the School-to-Work computer curriculum created by the NovaNET company based out of the University of Illinois. As part of this year's class schedule, students tried to complete appropriate lessons in level one of Technology Foundations and levels two and three of Employability/Workplace Skills in their chosen career clusters. As part of these lessons, students were exposed to and had opportunities to practice using the Internet to explore careers in the Occupational Outlook Handbook on-line. In addition, the staff and students used the computer software programs Choices and CareerNet from Pennsylvania's Occupational Outlook Handbook to help explore careers.

PORTFOLIOS/RECORDS

The staff maintained master files and student portfolios on each individual that entered the program after the orientation process. The data consisted of personal/family information, employment history, educational background/training, the program's educational/vocational assessment, and inventories. Our program information was recorded on JIST's Employability Development Plan and the student's assessment results were filed in here. Each student was given a Career Planner's Portfolio; a three pocketed School-to-Work assessment tool from Curriculum Associates. These portfolios were divided into three vocational pockets: Discovering Yourself, Getting the Most Out of Your Education, and Obtaining Your Career Choice. These portfolios were used to hold and help organize the student's relevant papers. This resource was kept in the classroom during three-fourths of the program while the students were compiling their personal data and research. The portfolio was returned to the students for them to keep during the intensive job search part of the program so that they would have this data available for reference in their future job searches. Students were issued pocket folders for their daily papers, work sheets and personal materials.

SCHOOL-BASED COMPONENT

The school-based component of this program took place at the Tri-County Private Industry Council's Learning Lab site located in Homer City, PA. This program was not designed to be open entry/open exit. The classroom component was divided into three phases: Orientation (held February 10 and 12, 1998), Career Exploration, and Job Search. During the Career Exploration phase, classes were held Tuesdays and Thursdays, February 17 through April 9, 1998. Participants attended from 4:00 PM to 8:00 PM each day for a total of eight (8) hours per week. During the Job Search phase, classes were held Tuesdays, April 14 through May 5, 1998. Participants attended 4:00 PM to 8:00 PM each day for a total of four (4) hours per week.

Anyone that expressed interest in the Adult-to-Work program was sent a letter inviting him or her to the orientation phase of the program. They also received a personal data sheet to fill out and bring with them on the first night of orientation. This was held on Tuesday, February 10, 1998 and was divided into two separate two-hour sessions. During these sessions, the candidates were given an overview of the program, a Syllabus, and a program commitment form. A question and answer period and refreshments followed this. They also received a tour of the facilities, were introduced to the computers, and the NovaNET system. Before leaving, interested candidates signed their commitment form registering for the class.

On Thursday, February 12, 1998, students were tested on the TABE Work Related Foundation Skills in their chosen career fields. Those who were unable to attend the first night or to satisfactorily complete its activities were accommodated during this session.

CAREER EXPLORATION PHASE

During the Career Exploration Phase, students received intensive opportunities to discover: their readiness for employment, themselves, employers' expectations, their career goals, their key skills, and their vocational interests. Throughout this phase, they collected their personal job related data in preparation for their future employment.

DISCOVER READINESS FOR EMPLOYMENT

At the beginning of the program, students and staff participated in job related get-acquainted activities. In a group setting, the students then shared why they were there, their expectations for the program, and their future jobs. Using JIST's Job Search Attitude Inventory, students took a realistic look at themselves. Curriculum Associates' Job Smarts Book I helped them explore why people work. When the class went to the computer lab, the counselor met individually with each student to discuss the results of the TABE Work Related Basic Skills test and Diagnostic Profile, their work experience and vocational goals. The students were given the opportunity to continue learning basic computer skills using the following NovaNET lessons: Introduction to Computers, Stress Profile Quiz, Life Profile Index, The Learning Skills Diagnostic Inventory and One Minute Timed Typing Drills.

DISCOVER THEMSELVES

Since an important part of career exploration centers on the students' clear understanding of their learning strengths and abilities, this program started with a variety of instruments and inventories. These resources helped the students assess their modality, mind styles, learning preferences as well as their individual processes of taking in and communicating data. The students also explored their personal values and personality traits as they relate to career choices. A variety of worksheets and Contemporary's You're Hired, Book 2 provided informative activities. The materials used are listed in Appendix II for reference.

DISCOVERING EMPLOYERS' EXPECTATIONS

The program provided opportunities to discuss and explore employers expectations. Students shared their perceptions of what an employer expects from its employees while participating in a simulation where they role played as employers setting hiring and work standards. Outside class, students then surveyed actual employers. The results were compared with the lists from their group simulation. The chapter, Meeting an Employers Expectations, in JIST's Getting the Job You Really Want, provided a valuable resource.

DISCOVERING CAREER GOALS

Students realistically considered their future lives and resulting career needs using the activities in the chapter, Getting the Life You Really Want, in JIST's Getting the Job You Really Want. They prepared a personal lifeline from birth projecting life's major events throughout their lives. They looked at where they are now and where they want to be in the future and what they hope to accomplish.

DISCOVER KEY SKILLS

Students had the opportunity to uncover their key adaptive, transferable and employment skills. As they discovered and ranked these skills, their key individual "Power Skills" became evident to them. They developed their skills language to better understand and present their abilities in future job search activities. This area was crucial because the students discovered many skills that they did not realize they had. This enabled them to consider more and different career alternatives than the ones they originally had in mind at the beginning of the program. The activities in JIST's chapter, What Are You Good At?, of its Getting the Job You Really Want text and various worksheets enhanced the students' progress.

DISCOVER CAREER INTERESTS

At this point in the program, activities became individualized according to each student's progress, needs, and goals. All the discoveries the students had noted in the above-mentioned activities guided them as each focused specifically on selected careers. Each student received intensive one-on-one instruction and guidance throughout the remainder of the program. Students explored various occupations, job requirements, training needed, future job projections and career alternatives. They had access to a variety of resource materials: inventories, resource books, and computer software. JIST's Career Exploration Inventory and Barriers to Employment

Inventory provided a good starting point for each student to explore their occupational barriers and interests. The computer software included: CareerNET, Choices, and NovaNET, which can be accessed through the Internet. The many resource books available to the students are listed in Appendix I.

The job developer met periodically with each student throughout this phase of the program to discuss his/her job interests and vocational abilities. The job developer was then able to pursue industry contacts in preparation for mentored employment opportunities for phase two of the program.

COLLECTION OF JOB RELATED DATA

Each student completed a Personal DataBase form throughout the program. All the personal and work data they had compiled, researched, and discovered in this phase was transferred onto their individual record sheets. The materials they had received in the program were gathered into their portfolio purchased from Curriculum Associates. This portfolio will be the students' main resource for future job search endeavors. Each student started an employment portfolio using a 3-ring binder to display their relevant data in preparation for future interviews.

JOB SEARCH PHASE

CLASSROOM INSTRUCTION

During this phase the staff concentrated on teaching and executing job search techniques. In preparation for this component, the students had filled out over ten sample job applications from a variety of local industries. Each student prepared a chronological resume, cover letter and JIST cards. Traditional job search methods were mentioned but the most effective methods of direct contact and networking were emphasized and integrated throughout the program. The seven phases of an interview were presented along with how to succeed in each area. Students were given opportunities to respond to problem questions and learn how to answer what employers really want to know. This whole process prepared the student to effectively participate in future job searches.

WORK EXPERIENCE

During this phase, the work site coordinator continued to meet with students to set up additional experiences and to follow up on existing ones. The coordinator assisted in editing resumes and job application forms and offered insights into the interview process.

SPEAKER

The last night of the program, Alan Hanson, Indiana County Case Manager for Tri-County Private Industry Council, spoke to our students. He explained how his agency helped clients prepare for employment or training and encouraged interested persons to contact their county representative to explore opportunities for additional training or education. He answered students' personal questions during a question and answer period.

BANQUET

The program ended with a banquet provided by the staff. Students were given the opportunity to evaluate the program and share highlights of their overall experiences and their mentorship situations. Each student received a certificate of attendance to add to his or her employment portfolio.

WORK-BASED COMPONENT

This component provided a planned program of job shadowing or work experiences, workplace mentoring, and an opportunity to learn the aspects of various local businesses. Work-based learning took place at regional business/industries who were supportive of our program. This was accomplished through a process that involved cooperation and commitment from project staff, local business/industry and labor components, and community-based agencies. The work site coordinator worked closely with Armstrong and Indiana counties Job Center staffs, ARIN Adult-to-Work personnel, program students, and local businesses that served as mentorship work experience sites.

Beginning on April 14, 1998 students who had been matched with mentors moved out into the identified work sites under supervision of the work site coordinator.

The work site coordinator scheduled several work experience/job-shadowing opportunities for each student. The first industry contact was an interview with the student, the work site coordinator and the prospective mentor. After details, questions, and schedules were worked out, a date for the experience was set. Most experiences were short term, employers offering from several days to several weeks of experience. The work site coordinator pursued experiences for each student related to their interests and abilities. All were volunteer experiences. These students also continued their classroom training on employment related topics. Career exploration and skill refinement was ongoing. The business and occupational activities were related to the students' targeted career clusters. During these experiences with their mentors the students' technical skills, job attitudes, and job related behaviors improved.

Because of these experiences in a variety of occupational fields, students discovered some jobs that suited them and some that were not appropriate for them. The work site coordinator conducted a follow-up with each student and mentor during and after each experience.

CONNECTING ACTIVITIES

Connecting activities included sharing the program's curricula and goals with local business/industry and labor components, and human resource agencies. Students were linked to support services, received academic/work-related guidance, assisted with goal setting, and assisted with transition into employment and/or post secondary education. Students were matched with appropriate work-based learning opportunities. In-service training was provided for the instructor and counselor by the project coordinator. The work site coordinator was in-serviced by the current program instructor, counselor, and last year's work site coordinator. All program staff attended relevant workshops at the 1998 PAACE Midwinter Conference in February. In April and May of 1998, activities included program evaluations, and placement activities. In June, follow-up of students and reporting activities took place. ARIN plans to do follow-up activities for a period of two years to determine the effectiveness of this project for those who entered employment and post-secondary/associate degree programs.

REPORT ON GOALS AND OBJECTIVES

ARIN successfully met the inclusive goal of the project by conducting and completing a School-to-Work curriculum in the 1997-1998 program year. This program was designed for the adult population over age 22 of both Armstrong and Indiana counties. The system included all three basic components of a School-to-Work program: school-based component, work-based component and connecting activities. The students were prepared to enter/re-enter the workforce, and develop the skills necessary to be successful in post-secondary training. This was accomplished through a process that involved cooperation and commitment from project staff, business/industry and labor components, and community-based agencies.

OBJECTIVE 1:

Building upon the 1996-1997 Adult-to-Work curriculum, ARIN developed, refined, and implemented an adult education program for the 1997-1998 year that included the three basic components of the School-to-Work model.

A. A joint in-service session was held for the instructor, counselor and administrator of the project. Since the work site coordinator was hired after this meeting, she was later in-serviced by the instructor, counselor and last year's work site coordinator.

B. The project coordinator and agency secretarial staff developed the initial marketing plan. Using last year's materials, the work site coordinator refined and restructured them developing community-wide support and enthusiasm for the program.

C. Fourteen (14) businesses and industries were contacted that were appropriate work-based learning sites selected from the students' chosen career interests. Ten (10) sites agreed to participate as work-based learning sites and provide a volunteer mentored work experience for the interested students.

   Eight (8) business and industries were actively involved providing positive, realistic opportunities for the students. These experiences helped the students gain insights into their skills and interests. They were also able to discover fields that were not appropriate for them.

   Each student was provided with several work-based learning experiences. Because the work-based component lasted only four (4) weeks in this project year's timetable, individual mentorships lasted from one (1) day to two (2) weeks duration and were all volunteer experiences. One student had the opportunity to participate in four (4) businesses and industries.

D. Ten (10) interested students signed up for the orientation sessions to hear about the program, begin an introduction to computers, and complete the TABE testing. One (1) student dropped out because the program was not appropriate for her and the local Even Start program was going to supply her with the needed services. An additional student joined the class after orientation because of her bout with the flu.

   Ten (10) students were initially enrolled at the start of the program. one (1) possessed a Bachelor's degree, one (1) an Associate degree, six (6) were high school graduates and two (2) needed their GED. Ages ranged from 23 to 59 years.

E. At the conclusion of the program, none of the students had indicated an interest in post-secondary programs. Therefore, none were re-tested.

OBJECTIVE 2:

ARIN's Adult-to-Work program developed instructional and support strategies that enabled all students to discover individual/program goals and work towards the achievement of those goals. This was accomplished through all three School-to-Work phases of the program. Of the classroom component, the Career Exploration Phase lasted two (2) months and the Job

Search Phase lasted one (1) month. The Connecting Activities occurred throughout the program in both phases of the classroom component and during the work-based component. Students were able to receive intensive individualized instruction and guidance throughout the program enabling them to progress toward their goals.

A. Of the ten (10) students enrolled in the program, thirty percent (30%), or three (3) students, completed all components of the program.

   1. All ten (10) students were enrolled in the Career Exploration Phase with eighty percent (80%), or eight (8) students, completing the group instruction part which lasted seven (7) nights from February 17 through March 10, 1998

      a. The two students who didn't complete the group instruction portion secured full time employment after the sixth night of classes.

   2. Thirty percent (30%) of the original students completed the individualized instruction part of the Career Exploration Phase that lasted from March 12 through April 19, 1998. Of the remaining five students:

      a. One (1) student had entered the program, employed as a visiting nurse, with the goal of considering a career change. At the end of the fourth week of class, her client load had increased by five (5) patients resulting in her reluctant withdrawal from class.

      b. A second additional working student also had to withdraw due to personal concerns and conflicts with her family and her work schedule.

      c. A third student decided not to continue in the class since her goal was not to get a job but to gain computer training and experience.

      d. A fourth student was unable to continue due to the pressures of childcare and the requirements of the welfare reform mandatory job search class she was concurrently attending.

      e. A fifth student left the program to attend CDL classes. Because of her home responsibilities, she was unable to attend both classes at the same time. She successfully completed the CDL classes and secured her license. At our last contact, she was currently seeking employment using the job search materials she had acquired from our program.

   3. Three (3) students were enrolled in the Job Search Phase with one hundred percent (100%) completion of this part of the Classroom Component. After extensive research and consideration, they had all compiled an employment

portfolio and finished an up-to-date resume and cover letter. At the end of the program, all were actively involved in the process of applying for relevant jobs and received interviews.

4. Three (3) students participated in the Work-based Component of the program.

   a. Driving approximately sixty-five miles round trip from Armstrong County, the only male student in the program started the Adult-to-Work classes with a negative approach to himself and the job search process. During the Career Exploration Phase, his attitude improved and he applied himself diligently. He had two (2) positive work experiences receiving a letter of appreciation for his hard work. He became the most improved and amiable student of the program. The Kittanning Job Center even noted the positive changes in this student's approach with their agency. In Appendix VII is a copy of the letter sent to ARIN's Adult-to-Work program documenting their observations. At last contact, he had an interview scheduled with the Armstrong School District, with possible employment as a custodian, which was his primary goal.

   b. A second student had four different, positive work experiences. One experience enabled her to recognize that the work involved was not appropriate for her interests and skills. Two of the experiences helped her realize that she would need additional education, a bachelor's degree, before being eligible for these jobs. The fourth mentorship was an ongoing positive volunteer experience that she planned to continue throughout the summer. She secured employment through a recommendation from the work site coordinator with one of the participating industries' employees.

   c. The third completing student had one enlightening experience, which had the potential for summer employment. At last contact, she had applied to a local company, which was of great interest to her and had taken the test preceding the interview process.

B. There was no re-testing of the students who completed the program because of the length of time needed for the career search exploration process. All the students' personal learning styles caused them to approach class activities and life from a random perspective. This approach to learning and life needs adequate time to assimilate material and consider choices. Time constraints only permitted the student an opportunity to prepare a personal database, write and up-date a resume, create a cover letter, and compile an employment 3-ring portfolio. In addition, none of the completing students were planning on attending any post-secondary training or education.

C. Of the three (3) completing students, one (1), or thirty percent (30%), had secured full time employment at the close of the program. The other two students were in the middle of an active job search process at the end of the program. One had an interview scheduled and the other had just taken the pre-interview test.

EVALUATION INSTRUMENTS/TECHNIQUES USED AND RESULTS

To evaluate the program, feedback forms were given out several times throughout the program. The students' names were not required on the response forms. The staff evaluated the curriculum and student progress weekly making changes regularly to meet the student/program needs and goals.

The individual and personal goals of the students were addressed and met throughout the program.

From the staff interaction with the students and evaluation comments, the program received high marks and can be considered a successful program. Students were very satisfied with the program, even with the intensity and amount of work involved. Students constantly expressed their appreciation at being able to attend this class.

PROCEDURE FOR DISSEMINATION

A Final Product, which includes a copy of this report, associated appendixes, and video documentary handouts, has been forwarded to PDE as well as computer diskette, which contains the report. Information containing the outcome of the 1997-1998 School-to-Work Project has been shared with employers, referral agencies, and local Chambers of Commerce.

CONCLUSIONS/RECOMMENDATIONS

CONCLUSIONS

The Adult-to-Work program has proven to be successful for all students involved over its two-year existence. The participating students' enthusiastic responses, improved understanding and application of the job search process evidenced this success. Changes in knowledge, attitude and behavior were observed by program staff and were noted by outside agencies.

In comparison with last year's Adult-to-Work program, the curriculum material was covered in less calendar time, but in longer individual class sessions. However, the four (4) hour sessions seemed too long for the students to effectively absorb the new material. Along with a different student population, several changes were noted in this year's application: fewer outside speakers and field trips, less work experience time and no post assessment. This year, the students needed more individual time to cover the program curriculum, prepare for job interviews and enter into their work experiences.

The lower enrollment numbers in this year's program enabled the staff to provide more intensive attention, guidance and instruction to meet the individualized needs of each student. Allowing students time to progress according to their personal learning styles benefited their understanding and application of the Adult-to-Work curriculum. The students received and compiled a variety of job search materials that enhanced their personal portfolios. Though the work experiences were shorter in duration this year, the students had the opportunity to participate in several different work environments gaining valuable insight and experience.

The lower enrollment numbers this year may reflect upon the local rural area and welfare reform that is currently occurring in the state of Pennsylvania. As with other adult programs, transportation and childcare continued to be major concerns for the interested students.

RECOMMENDATIONS

All the activities of the Adult-to-Work program would be difficult to repeat with the same effectiveness into existing classes with different purposes. Since students focus on their most pressing needs and need to work at their pace and learning style, it may be difficult to teach job search skills and GED material simultaneously. For many students it would be difficult to focus on academics and job search skills at the same time. It is recommended that Adult-to-Work classes be offered in addition to regular ABE/GED classes. In order to implement Adult-to-Work activities in current programs, additional funds would need to be allocated in order to secure appropriate resource materials and support.

APPENDIX I

MARKETING PLAN

Agency and Case Manager Letter 1

Case Manager Fact Sheet 2

Work Plan 3

Wanted 4

Adults-to-Work 5

ARIN Intermediate Unit 28

Regional Education Service Agency

Route 422 East, P.O. Box 175
Shelocta, PA 15774-0175
Phone: 412-463-5300
Fax: 412-463-5315
E-mail: edserve@iu28.arin.k12.pa.us
Website: www.arin.k12.pa.us

ARIN IU28

Leaders and Partners in Education

Our mission as a regional education service agency is to provide innovative educational programs, training, and support services through partnerships and visionary leadership in Armstrong and Indiana Counties.

January 7, 1998

Dear Agency Directors and Case Managers:

ARIN Intermediate Unit is in the final stages of preparation to offer its Adults-to-Work Program. As with last year's program, the intention is to recruit at least 20 individuals who are unemployed or are considered to be underemployed, to participate in an intensive employment preparation program. The program consists of classroom time which guides the individuals through activities designed to assist them to explore careers, define career goals, develop employability skills, and prepare them to enter the workforce. Phase two of the program can be considered on-the-job training. During this phase, program participants are placed into the workforce in try-out positions. These positions may be paid or may be mentorships, depending upon the site. Every attempt will be made to match the individual's employment preference with the work site. The ultimate goal we have set for the program is placement into permanent employment or post high school training.

This program was very successful last year, which encouraged the Pennsylvania Department of Education to fund ARIN's program for a second year. Our program is consistent with the Welfare-to-Work Initiatives and is able to meet federal and state requirements for participation.

We would appreciate your support and promotion of the Adults-to-Work Program. Referrals are currently being taken and orientation sessions will be scheduled the first and second week of February 1998. ARIN is willing to comply with any record keeping on reporting requirements your agency requires to document participation in the Adults-to-Work Program.

The starting date for the Adults-to-Work program will be Tuesday, February 17, 1998. The classroom component will still run for eight weeks with an ending date of Thursday, April 9, 1998. The On-the-Job component will begin on Monday, April 13, 1998, and run for four weeks through May 7, 1998. I have prepared and attached flyers and Case Managers' Fact Sheets.

Thank you for your interest and support of the Adults-to-Work program. If you have any questions, please give me a call at the ARIN Central Office.

Sincerely,

Susan Hanson

Susan Hanson
Program Coordinator

caz

Enclosures

An Equal Opportunity Education Agency

ADULTS TO WORK
CASE MANAGER'S FACT SHEET

Funding Source: Pennsylvania Department of Education

Grantee: ARIN Intermediate Unit #28

Funding Period: July 1, 1997 - June 30, 1998

Collaborators: TRI-County PIC, Department of Public Assistance, Job Centers

Geographic Area to be Served: Armstrong and Indiana Counties

Eligibility Guidelines: Out of School Youth and Adults who are unemployed or under employed. (20-22 individuals will be recruited)

Cost/Fees: There is no cost to participants for instruction and materials.

Child care reimbursement: Not available

Transportation: Not Available

ADULTS TO WORK

Major components:

1. **Career Exploration leading to identification of a Broad Based Career Cluster**

2. **Computer Assisted Instruction using NovaNET School to Work Curriculum.**
   Computer classes: Technology I, Employability/Workplace Skills II and specific training for Health-Related Careers, Business Clerical Careers, Technology Careers, and Non-Traditional Occupations.
3. **Career Counseling**

4. **On-the Job Training which can lead to paid employment**

5. **Continued classroom training and counseling while on the job**

6. **Post-training placement services and/or connections with funding for additional training**

WORK PLAN

ADULTS TO WORK

The classroom component will be housed in the Homer-City Learning Lab.

THIS PROGRAM IS NOT DESIGNED TO BE OPEN ENTRY/OPEN EXIT

Classroom component will begin Tuesday, February 17, 1998, and will run for eight weeks finishing on April 9, 1998. Participants will attend class Tuesday through Thursday from 4:00 PM - 8:00 PM. (8 hours per week)

Beginning April 13, 1998, the On-the-Job component will begin. Participants will be placed in worksites (paid or unpaid) based on identified career interests and skill level. Attempts will be made to match participants with worksites in their local communities. Participants will be on the job 20 hours per week will returning to the Learning Lab one night per week (Tuesday - 4:00 PM -8:00 PM) to further develop employment related skills. On-the Job training will run for four weeks through May 7, 1998. At the end of the 12-week program, the individual should be employed, receiving placement services, or looking toward further training.

Project Staff: Susan Hanson, Adult to Work Coordinator
Sondra Wiggins, ATW Instructor
Betty Selkirk, ATW Counselor
TBA, ATW Worksite Developer

PLEASE CALL ARIN INTERMEDIATE UNIT AT (412) 463-5300 FOR MORE INFORMATION OR TO MAKE A REFERRAL - please ask for Sue Hanson

WANTED:

A FEW GOOD BUSINESSES

⇒ TO PARTNER WITH ARIN ⇐

★

1 of 3 Department of Education
Adults-to-Work Special Demonstration Models
is located at
ARIN Intermediate Unit 28.

- ✓ **The purpose of the project is to train and place into employment selected residents of Armstrong and Indiana Counties. It combines classroom-based instruction, career counseling, and workplace-based learning, while building academic and occupational skills necessary in the changing workplace.**
- ✓ **Training and re-training are based on local employer needs. A worksite coordinator will be available to assist employers, mentors, and trainees.**
- ✓ **The workplace component will begin April 13, 1998. Students will receive 12-20 hours per week of on-the-job training, while continuing instruction in job-related skills, job search, and goal setting.**

⇒ State and Federal Employer Incentives Available ⇐

Interested Businesses and Employers are currently being recruited!

For more information contact Susan Hanson:
ARIN Intermediate Unit
Route 422 East, P.O. Box 175
Shelocta, PA 15774
412-463-5300
1-800-272-ARIN (2746)

This Adult-to-Work model will be replicated across Pennsylvania.

★ Adults to Work

Combines Classroom Learning through the use of Computers with:

- ★ Career Exploration
- ★ Career Counseling
- ★ On-the-Job Training

→ → → which leads to **Paid Employment**

WHERE?: Tri-County PIC Learning Lab, Homer City

WHEN?: Classroom Training Begins February 17, 1998
Tuesday - Thursday ~ 4:00 PM - 8:00 PM

Sponsored by
ARIN Intermediate Unit
with Funding from
Pennsylvania Department of Education

* For further information, call Sue Hanson at 412-463-5300.

APPENDIX II

School To Work Resources

CONSUMABLE TEXTBOOKS

Getting the Job You Really Want - JIST
You're Hired, Book 1 - Contemporary
Job Smarts, Book 1 - Curriculum Associates
Job Smarts, Book 2 - Curriculum Associates
Job Search Workbook - PA Job Service

CONSUMABLE INVENTORIES

Job Search Attitude Inventory - JIST
Barriers to Employment Success Inventory - JIST
Career Exploration Inventory - JIST

PORTFOLIOS

Career Planner's Portfolio - Curriculum Associates
The Employability Development Plan

ASSESSMENT

The Work Related TABE Foundation Skills Booklets
    Business
    Health
    Trade/Technical
    General
The Work Related TABE Foundation Skills Diagnostic Profiles

SOFTWARE

NovaNET School-to-Work Curriculum

Careernet
Choices

RESOURCE BOOKS

JIST:
Communicating Your Skills
Very Quick Job Search (Text, Workbook, Instructor's Guide)
What Color is Your Parachute?
Job Savvy: How to be a Success at Work
An Introduction to Job Applications
Effective Communication Skills
Why Should I Hire You?
The Skills Advantage
Occupational Outlook Handbook
Exploring Careers
1994-1995 US Industrial Outlook
Dictionary of Occupational Titles
Dare to Change Your Job and Your Life
Effective Strategies for Career Success
Making Good Career and Life Decisions
America's Top Jobs for People without College Degrees
America's Fastest Growing Jobs 1997-1998
Creating Your Life's Work Portfolio
The Enhanced Guide for Occupational Exploration
The Enhanced Occupational Outlook Handbook
PA Occupational Outlook Handbook
Worker Traits Data Book
Guide for Occupational Exploration

Steck-Vaughn
How to Get a Job and Keep It
Building Success in the Work Place
Necessary Skills for the Work Force
Finding a Job
Workforce: Building Success
    Communication
    Time Management
    Personal Development

Contemporary

Work-Wise: Tactics for Job Success
Make Your Mark in the Hotel Industry
Make Your Mark in Food Service
Essential Skills for the Workplace - Level 2
Work Matters: Career Exploration
Get That Job:
    Filling Out Job Applications
    Your Basic Skills
    Writing Letters and Resumes
    Getting Ready for Interviews

Critical Thinking Press and Software

A Case of Red Herrings - Book A-1

Globe Fearon

Careers and Opportunities:
    The Government
    Trades
    Offices
    Sports and Entertainment
    Health Care
    Entrepreneurs
    Technology
    Environmental Science
    Sales
    Homemaking and Parenting

APPENDIX III

HANDOUTS and WORKSHEETS

Computer

Computer Activities 1
Signing on to NovaNET 2
Learning Skills Diagnostic Inventory 3

Motivational

Ice Breaker 4
Attitudes 6
Celebrate You 7
How Do You Feel Today? 8
Winners –vs- Losers 9
It is Never Your Responsibility to: 10
Don't Be Afraid to Fall 11
Don't Quit 12
Don't Ever Give Up 13
The World is Made Up of 5 Kinds of People 14
If You Really Want to Succeed 15

Critical Thinking

Cooperative Geometry 17
Let me Outta Here! 20
5 Houses 21
Can You Follow Directions? 22

Learning Style

Learning Style Data Sheet 23
Observe/Listen/Experiment/Focus/Learn 24
Modality Checklist 25
Learning Styles Inventory 26

Reading 28
Writing 29
Listening 30
Speaking..31
Visualizing 32
Manipulating 33
Learning Preference Inventory..34
Learning Preference Inventory Score Sheet........................37
What's My Dominant Learning Style....................................41
Hemisphericity 42
How Analytic Are You? 43
How Global Are You? 44
Learning Styles 45
Descriptions of Gregorc Mind Styles....................................46
A Styles Summary Chart...54
Characteristics of Dominant Learning Styles.......................55
Dare You Take the New Personality Test?..........................60

Values

Personality Profile 63
Discovering Yourself, Activity One 64
Discovering Yourself, Activity Two 65
Discovering Yourself, Activity Three 66
Who I am: Checklist...67
One Day Left..68
What's Important to Me?...69
Personal Values...72
Sample Lifeline 73
Sample Lifeline Worksheet..74
The Value of Difference 75
Who I am: Wellness Strategies 78

Goals

Setting Career Goals for Yourself..79
Setting Your Goals...81

Employer Expectations

Aptitudes 88
What Do Employers Expect of Me as an Employee? 90
Employer's Expectation

#1: Appearance 91
#2: Dependability 92
#3: Experience 93
The Desirable Dozen 94
What Does My Employer Want, Anyway? 95
What Skills Should Entry-Level Employees Possess? 98

Personal Data Sheet 100

Job Search

The Perfect Job for You 108
Career Clusters 109
Who I am: Career Interests 112
Jobs of Interest from the EGOE/CGOE 113
OOH Job Description Summary Sheet 115
What Did You Do On Your Job? 116
Job-Hunting? 117

Contacts

How to Find the Workplace Facts 118
Tips for Effective Telephone Communication 121
Job Search Workbook: Contacting Employers 122

Cover Letters

Eight Guidelines for Writing Superior Cover Letters 153
Tips for Superior Cover Letters 154
Format of a Cover Letter 155
Page Layout of a Cover Letter 156
Self-Management Skills List 157

Resumes

Resume Writing Tips 158
Types of Resumes 159
A Resume is 160
Objectives: General/Specific 161
The Job Objective 162
The Job Objective Worksheet 163

Completing a Job Application 164

Interviewing for a Job

Appearance Counts 166
Dress for the Interview - not the Job: WOMEN 167
Dress for the Interview - not the Job: MEN 168
Your Interview Kit 169
Does and Don'ts of Proper Interview Conversation 170
Prove It! 171
Simple Pointers 172
Questions to Expect 173
Questions to Ask 174
Questions to Ask an Employer 175

Follow-up Letter 176

COMPUTER ACTIVITIES

Computer Basics

- Introduction To NovaNET
- NovaNET: Introduction To Computers
- Windows 3.11 Tutorial
- Windows 95 Tutorial
- Mouse Coordination Activity
  - Windows 3.11 Mouse Tutorial
  - Solitaire

NovaNET Lessons:

- Stress Profile Quiz
- Life Profile Index
- The Learning Skills Diagnostic Inventory
- One Minute Timed Typing Drill
- What Kind of Job Should I Look For?
- Introduction To The Problem Solving Process
- Problem Solving
- How To Find The Job For You
- Occupational Outlook Handbook
- Where To Look For Jobs
- How To Read The Want Ads
- How To Write A Letter Of Introduction
- How To Write A Resume
- How To Fill Out A Job Application
- Preparing For The Job
- Interviewing Preparation
- Interviewing Skills
- Interviewing The Employer
- Job Survival Skills

Careernet

- PA Occupational Outlook Handbook

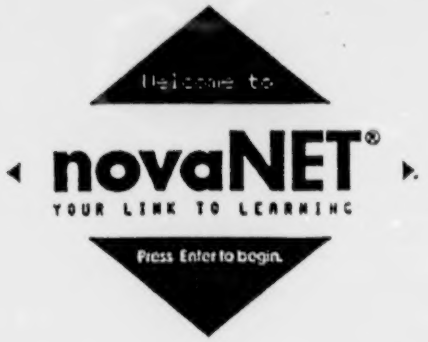
Choices

Word Processing Tutorials

- Word 97
- WordPerfect 6.0

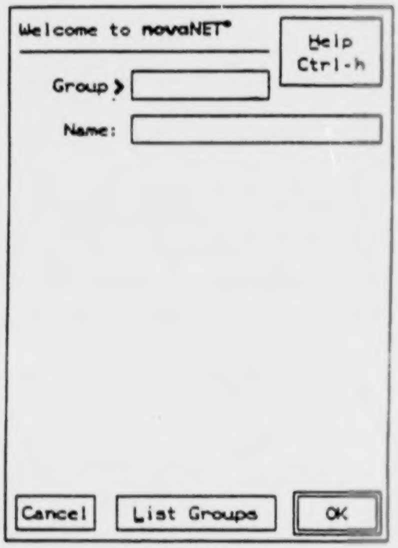
Signing on to NovaNET

for DOS and Windows


Welcome to
novaNET®
YOUR LINK TO LEARNING
Press Enter to begin.

If you see the picture above, press the ENTER key.

1. Type your NovaNET group and press the ENTER key.
2. Type your NovaNET name and press the ENTER key.
3. Type your password and press the ENTER key. (You may not need to do this step.)


Welcome to novaNET®
Help
Ctrl-h
Group >
Name:
Cancel
List Groups
OK

You're on!

We hope you enjoy learning with NovaNET. Remember to sign off when you're done. Sign off by pressing SHIFT-STOP (SHIFT-CTRL-*s*) until you see one of the pictures on this page.

Trouble?

Click the *Help* button or press CTRL-*h* for more instructions. If you need more help, or if you don't know your NovaNET group or your NovaNET name, ask your instructor or the lab monitor to assist you.

LEARNING SKILLS DIAGNOSTIC INVENTORY

Time Management-

Concentration-

Textbook Study-

Analytical Thinking/Problem Solving-

NoteTaking Skills-

Vocabulary Skills-

Test-Taking Skills-

Nutritional Aspects of Study-

NAME	ADULT TO WORK 1998 CLASS				STICKER	5 word describ where you live
	FAVORITE FOOD	5 WORDS DESCRIBE YOUR CAR	TOWN BORN IN	CURRENT OR LAST JOB		

first job ever	WHERE HEARD ABOUT ATW	ADULT TO WORK 1998 CLASS			How relax?	How man live in your hou
		TABE FIELD TEST	5 WORDS DESCRIBE WHY HERE	HOW MANY JOBS HELD		

Attitudes

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company . . . a church . . . a home.

The remarkable thing is that we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past . . . We cannot change the fact that people will act in a certain way. We cannot change the inevitable . . .

The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you . . . We are in charge of our attitudes."

Author Unknown

Celebrate You!

You are worth celebrating.
You are worth everything.
You are unique.

In all the whole world,
there is only one you.
There is only one person
with your talents, your experience,
your gift.
NO ONE CAN TAKE YOUR PLACE!

You have immense potential to love, to care,
to create, to grow, to sacrifice,
if you believe in yourself.

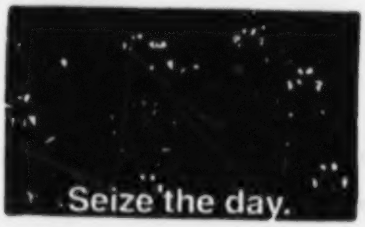
It doesn't matter your age, or your color,
or whether your parents loved you or not.
(Maybe they wanted to but couldn't.)
Let that go.
It belongs in the past.
You belong to the now.

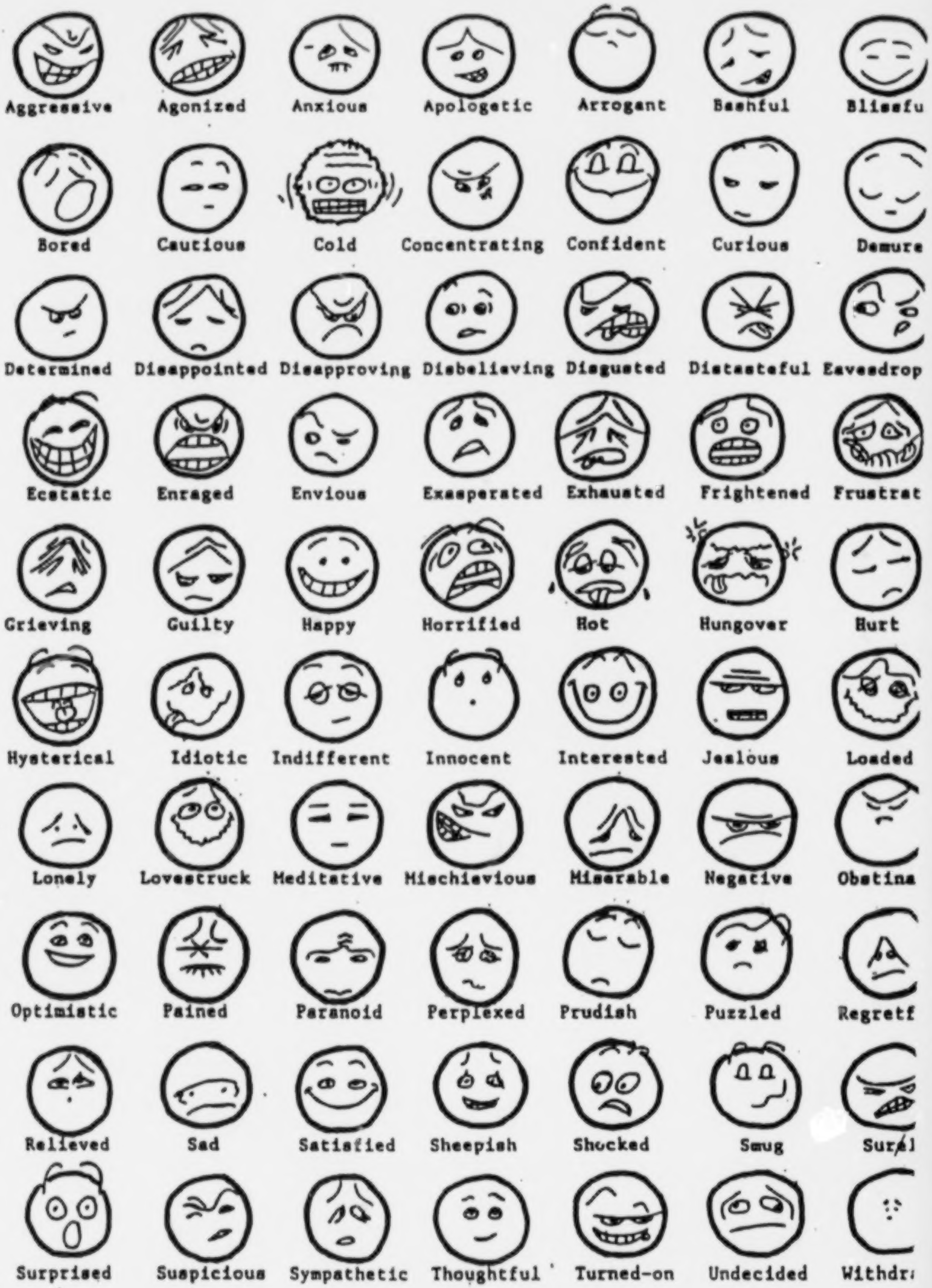
It doesn't matter what you have been,
the wrong you've done,
the mistakes you've made,
the people you've hurt.
You are forgiven. You are accepted. You're OK.
You are loved in spite of everything.
So love yourself and nourish the seeds within you.

Celebrate you!

Begin now. Start anew. Give yourself a new birth. Today.

YOU ARE YOU, AND THAT IS ALL YOU NEED TO BE.




Aggressive
Agonized
Anxious
Apologetic
Arrogant
Bashful
Blissfu
Bored
Cautious
Cold
Concentrating
Confident
Curious
Demure
Determined
Disappointed
Disapproving
Disbelieving
Disgusted
Distasteful
Eavesdrop
Ecstatic
Enraged
Envious
Exasperated
Exhausted
Frightened
Frustrat
Grieving
Guilty
Happy
Horrified
Hot
Hungover
Hurt
Hysterical
Idiotic
Indifferent
Innocent
Interested
Jealous
Loaded
Lonely
Lovestruck
Meditative
Mischievious
Miserable
Negative
Obstina
Optimistic
Pained
Paranoid
Perplexed
Prudish
Puzzled
Regretf
Relieved
Sad
Satisfied
Sheepish
Shocked
Smug
Surl
Surprised
Suspicious
Sympathetic
Thoughtful
Turned-on
Undecided
Withdr

WINNERS VS. LOSERS

The winner is always a part of the answer.
The loser is always a part of the problem.

The winner always has a program.
The loser always has an excuse.

The winner says, "Let me do it for you."
The loser says, "That's not my job."

The winner sees an answer for every problem.
The loser sees a problem in every answer.

The winner sees a green near every sand trap.
The loser sees two or three sand traps near every green.

The winner says, "It may be difficult but it's possible."
The loser says, "It may be possible but it's too difficult."

BE A WINNER

IT IS *NEVER* YOUR RESPONSIBILITY TO:

- **Sacrifice your integrity to anyone.**
- **Give what you really don't want to give.**
- **Do more than you have the time for.**
- **Drain your strength for others.**
- **Listen to unwise counsel.**
- **Retain an unfair relationship.**
- **Be anyone but *exactly* who you are.**
- **Conform to unreasonable demands.**
- **Be 100% perfect.**
- **Follow the crowd.**
- **Put up with unpleasant situations.**
- **Please unpleasant people.**
- **Bear the burden of another's misbehavior.**
- **Do something you cannot really do.**
- **Endure your own negative thoughts.**
- **Feel guilty toward your inner desires.**
- **Submit to overbearing conditions.**
- **Apologize for being yourself.**
- **Meekly let life pass you by.**
- ____.

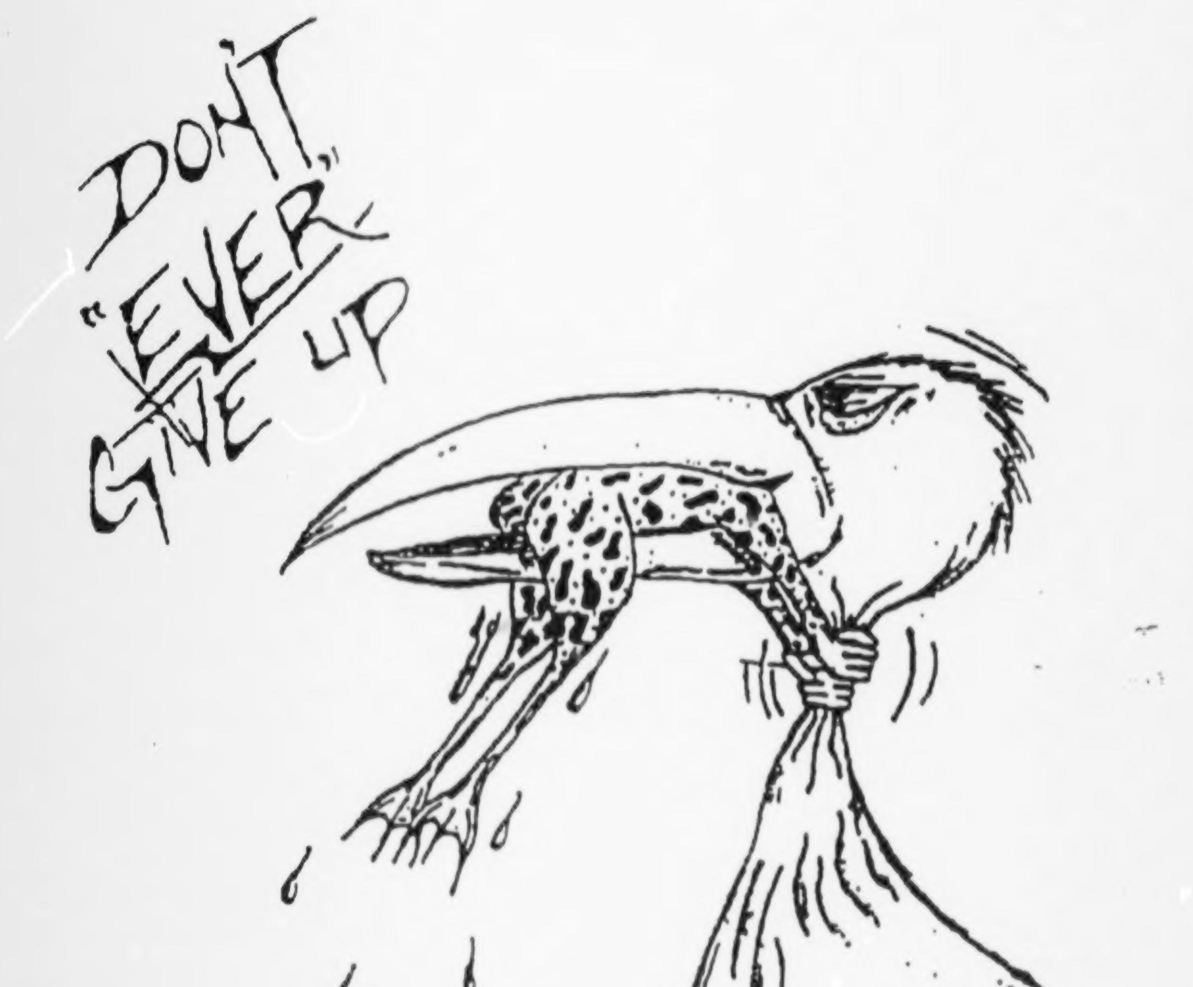
Don't Be Afraid To Fall

You've failed
many times,
although you may not
remember.
You fell down
the first time
you tried to walk.
You almost drowned
the first time
you tried to
swim, didn't you?
Did you hit the
ball the first time
you swung a bat!
Heavy hitters,
the ones who hit the
most home runs,
also strike
out a lot.
R. H. Macy
failed seven
times before his
store in New York
caught on.
English novelist
John Creasey got
753 rejection slips
before he published
564 books.
Babe Ruth struck out
1,330 times,
but he also hit
714 home runs.

Don't worry about
failure.
Worry about the
chances you miss
when you don't
even try.

DON'T QUIT

WHEN THINGS GO WRONG, AS THEY SOMETIMES WILL,
WHEN THE ROAD YOU'RE TRUDGING SEEMS ALL UP HILL,
WHEN THE FUNDS ARE LOW, AND THE DEBTS ARE HIGH,
AND YOU WANT TO SMILE, BUT YOU HAVE TO SIGH,
WHEN CARE IS PRESSING YOU DOWN A BIT,
REST IF YOU MUST, BUT DON'T YOU QUIT.
LIFE IS QUEER WITH ITS TWISTS AND TURNS,
AS EVERYONE OF US SOMETIMES LEARNS,
AND MANY A FAILURE TURNS ABOUT,
WHEN HE MIGHT HAVE WON HAD HE STUCK IT OUT;
DON'T GIVE UP THOUGH THE PACE SEEMS SLOW,
YOU MAY SUCCEED WITH ANOTHER BLOW.
SUCCESS IS FAILURE TURNED INSIDE OUT,
THE SILVER TINT OF THE CLOUDS OF DOUBT,
AND YOU NEVER CAN TELL HOW CLOSE YOU ARE,
IT MAY BE NEAR WHEN IT SEEMS SO FAR;
SO STICK TO THE FIGHT WHEN YOU'RE HARDEST HIT,
IT'S WHEN THINGS SEEM WORSE,
THAT YOU MUST NOT QUIT.


DON'T
"EVER"
GIVE UP

TOTAL P.02

The World is Made Up of Five Kinds of People

- *Ones who* **MAKE** *things happen*
- *Those who* **HELP** *make things happen*
- *Some who* **WATCH** *things happen*
- *Others who* **ASK** *"What happened?"*
- *And finally . . . Those who do not even know something happened*

Which One Are You?

If You Really Want to Succeed

What it takes to rise to the top in any field

BY JOHN E. ANDERSON

ARNOLD SCHWARZENEGGER was a skinny teen-ager living in Austria when, in spite of his parents' doubts, he threw himself into weightlifting. Three times a week he went to the local gym, and each evening, he worked out for several hours at home. Today the champion bodybuilder turned actor is the biggest box office draw in the history of movies and one of the richest men in show business.

When Condoleezza Rice was in high school, she was told that test scores showed she probably wouldn't do well in college. But she didn't listen. Modeling herself after her grandfathers—one had worked three jobs to support his family and the other completed college in 1920—Condoleezza threw herself into her studies with such concentrated energy that she entered the University of Denver at age 15 and graduated Phi Beta Kappa at 19. Today at 41 Rice is the youngest provost in Stanford University's history, the first woman and the first African-American to fill that prestigious post.

What brought these two very different people to the pinnacle of their professions? Schwarzenegger put his finger on it when, in a recent TV interview, he was asked to explain his success. "Hard work," he said. "Hard work, lots of discipline and positive thinking."

In any field it's important to have ambition and drive. But having worked as a psychologist with athletes, executives, artists and young people, I've learned that those who rise to the headiest heights in any field aren't necessarily the ones with the greatest natural talent. They're the diligent few who put in the hours. They work hard. And then they work harder.

Recent research by fellow psychologists bears out the significance of focused hard work. In 1988 K. Anders Ericsson of Florida State University in Tallahassee and colleagues in Germany compared the careers of two groups of young musicians. The ten members of the first group were identified as potential top-flight international performers. Another ten were identified as merely "good." Ericsson also included ten violinists performing in orchestras of international reputation, such as the Berlin Philharmonic. Both student groups kept diaries of their current practice schedules, and all three groups provided estimates of their earlier schedules.

Of the student musicians, Ericsson found, by age 20, the "good" group had practiced 7500 hours—an impressive total. But the potential world-class performers had practiced a staggering 10,000 hours—the equivalent of more than a year of hard work. "It's the difference between a college freshman and a junior," Ericsson says. Moreover, the top group's total practice time matched almost exactly that of the symphony performers at the same age.

Of course, there's a difference between hard work and drudgery. Keeping your nose mindlessly to the grindstone will only get you abraded nostrils. It's important to put in the hours. But it's not *just* the hours that count. For hard work to really pay off, you need to work effectively. Here's how:

Follow your dream. As a consultant to the U.S. ski team, I've watched our skiers in the Nordic-combined events go from finishing last in a field of 12 teams in 1994 to the world's fourth best. I predict that in the 1998 Winter Olympics they'll take first place. That's because after their '94 defeat, they set a goal of coming home with an armload of medals and have been working hard at it ever since. When things get tough, they visualize that goal and are inspired to keep going and try harder.

JOHN E. ANDERSON, Ph.D., is president of the Center for Sports Psychology in Colorado Springs, Colo.

BEST COPY AVAILABLE

Unlike virtue, hard work is not its own reward. You must have a direction for your work. Set your objectives early, then devote all your energies to achieving them.

Block out the time. Psychologist Gary Forrest of Colorado Springs has written 14 books while maintaining his clinical practice. That's because he has established a regimen in which "writing is an absolute priority." Beginning at 9 a.m. each Monday, he writes until 11:30. Then he runs and eats lunch. After that he resumes writing until four. He does not interrupt his work for calls, errands or family matters. Forrest writes two to three other days a week but Monday is sacrosanct because it sets the focus for the week's work.

Hard work isn't something you can do when you "get around to it." To be beneficial, it must be regular, rigorous and rewarding.

Take one step at a time. In my work I talk to athletes and executives about the "one percent rule." Don't aim to reach the top in a single session; just try to improve by one percent over the session before. One reason for the Nordic-combined team's steady improvement is simple: they didn't try to do everything at once. Rather, they calculated that if they improved their time only two percent a year, that would be enough to challenge the powerhouse nations of Japan and Norway by the next Olympics.

Manage your weak points. Instead of repeating things you enjoy and do well in your work sessions, concentrate on areas that need improvement. Colleagues of mine once looked at why some successful executives ultimately fail. In their book *Lessons of Experience*, Morgan McCall, Jr., Michael Lombardo and Ann Morrison found that these men and women relied solely on their strengths and made little effort to shore up—or even identify—their weaknesses. In the end they were done in by these "soft spots."

Hold out a carrot. Many athletes falter because they schedule one practice session after another. They don't give themselves a payoff for their accomplishments.

Whatever your work entails, always hold out a reward for your achievement. If you finish the day's scheduled work, then you can watch a movie. If you keep up the exercise plan for the month, then you can buy a new pair of running shoes. Such a reward will inspire you to work harder.

Look back. In 1995 San Diego Padres outfielder Tony Gwynn won the National League batting championship for the sixth time in his career. One reason for his success is his library of videotapes. Gwynn has every one of his at-bats taped. He reviews the tape and at the next day's practice works to overcome whatever faults he's seen.

In business or study, it's difficult to compile a visual record. But you can look back at the end of the day or study hour or practice session and ask yourself: What have I accomplished? What needs more work? What should I prepare for tomorrow?

Have a siesta. Besides finding that the top performing musicians put in more practice hours than the others, K. Anders Ericsson made another striking discovery: they also took afternoon naps. After a diligent practice session, a restful break, even a brief one, recharges body and mind for the next session.

I've met too many people, especially executives, who believe that hard work means nonstop work. Continuing to push yourself beyond exhaustion is counterproductive. If you're tired, you make mistakes that will need to be rectified later. Worse, fatigue can force you into sloppy techniques that may become habitual. Build rest into your schedule. At home you might take a nap. Even at an office, however, you should learn to change gears after a session of hard work.

Develop a cheering section. It's tough working alone, no matter how important the goal. You need someone to back you up, to say "Good going!" When I was coaching Peewee basketball, I always wanted parents to show support for the kids' efforts by attending practice sessions and games. That support pays off. When one of my graduate students asked athletes the reason for their success, they had two explanations: hard work and their parents' encouragement.

Tell your spouse, your children, your office mates what your goals are and how they can help you achieve them. You need their support, and they need yours in reaching their own goals.

Keep your eye upon the doughnut, not upon the hole. When I was studying for my doctorate at the University of Southern California, I spent every weekend cooped up in a study I had established in our garage. One Sunday a friend took my family to Disneyland. They phoned me from there: "Hey, John! I bet you wish you were here with us!" First, I grumbled at them. Then I felt sorry for myself, sitting alone in a hot garage while others were having fun. And then I reminded myself why I was there. I wanted to be *Dr.* Anderson. I enjoyed the thought of myself as Dr. Anderson. Ignoring the temperature and blotting out the phone call, I went back to work.

"In work," author Joseph Conrad wrote, "is the chance to find yourself." If you think of work as punishment you'll never achieve your goals. Working hard does have its drawbacks, its difficult and painful moments. There'll be times when you'll want to chuck the whole thing. But for every drawback, there's a benefit.

Hard work is the way to the end of the rainbow.

BEST COPY AVAILABLE

EACH STUDENT IS GIVEN 3 PIECES. WHEN ALL THE PIECES ARE PUT TOGETHER, THEY FORM 4 SEPARATE AND EQUAL SQUARES. THERE ARE 3 RULES TO MAKE THE TASK A LITTLE MORE DIFFICULT:

1) NO TALKING.
2) YOU MAY GIVE A PIECE TO ANOTHER PLAYER BUT -
3) YOU MAY NOT TAKE A PIECE.

(STUDENT 1 IS GIVEN ALL THE A PIECES;
STUDENT 2, THE B PIECES; ETC.)

DISCUSSION QUESTIONS FOR COOPERATION: WHAT DOES COOPERATION MEAN?

HOW DID YOU FEEL WHEN SOMEONE HELD A PIECE AND DID NOT SEE THE SOLUTION?

WHAT WAS YOUR REACTION WHEN SOMEONE FINISHED HIS/HER SQUARE AND THEN SAT BACK WITHOUT SEEING WHETHER HIS/HER SOLUTION PREVENTED OTHERS FROM SOLVING THE PROBLEM?

WHAT WERE YOUR FEELINGS IF YOU FINISHED YOUR SQUARE AND THEN BEGAN TO REALIZE THAT YOU WOULD HAVE TO BREAK IT UP AND GIVE IT AWAY?

HOW DID YOU FEEL ABOUT THE PERSON WHO WAS SLOW AT SEEING THE SOLUTION? IF YOU WERE THAT PERSON, HOW DID YOU FEEL? WAS THERE AN ATMOSPHERE IN YOUR GROUP THAT HELP OR HINDERED YOU IN FINDING THE SOLUTION?

BEHAVIOR NEEDED IN COOPERATION:

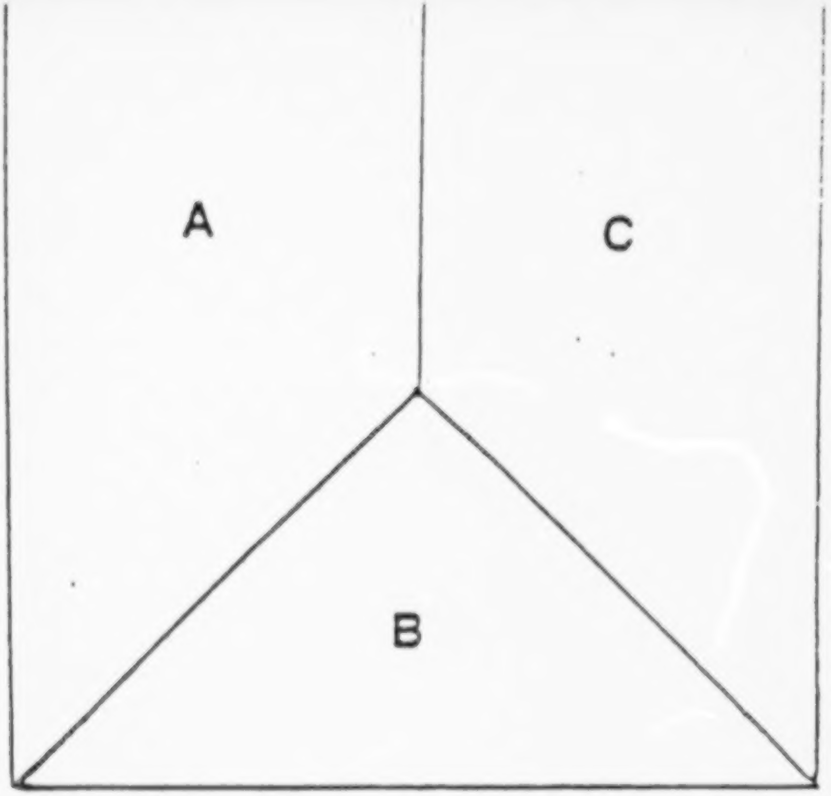
EVERYONE NEEDS TO UNDERSTAND THE PROBLEM

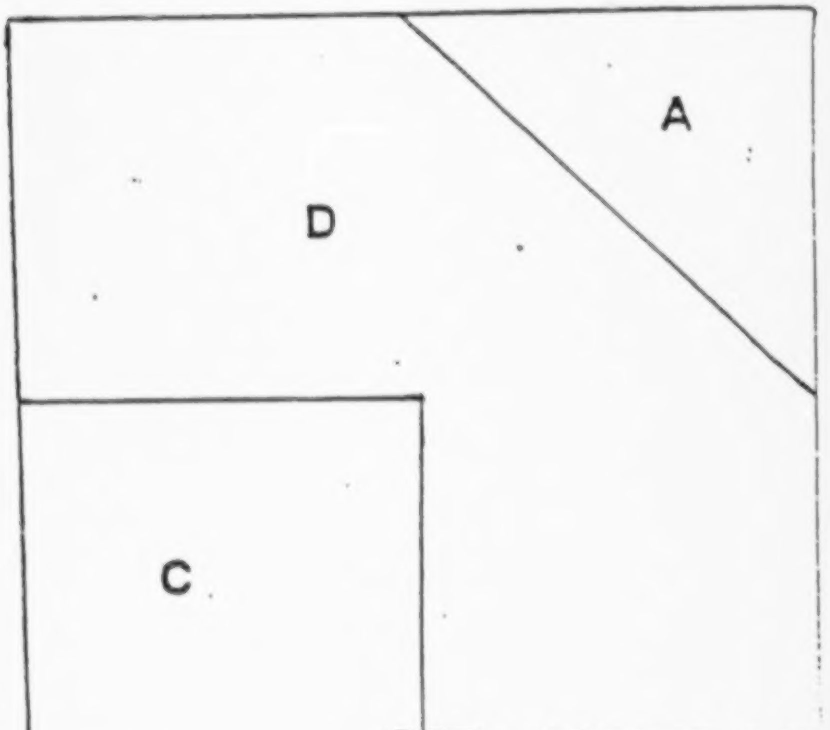
EVERYONE NEEDS TO FEEL HE OR SHE CAN HELP TO FIND THE SOLUTION

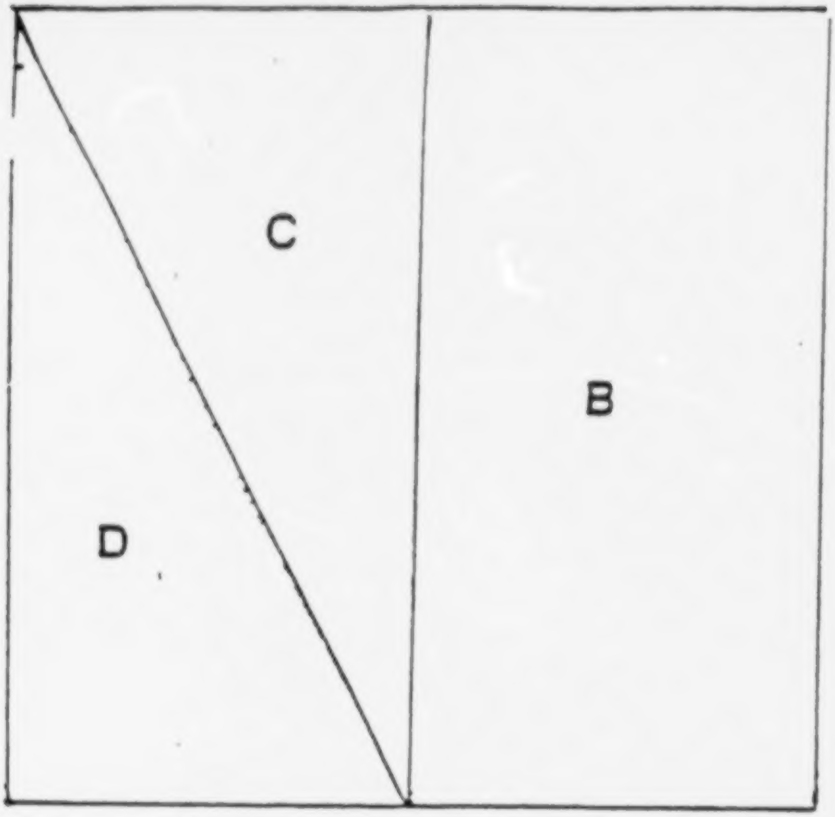
CLEAR INSTRUCTIONS MUST BE GIVEN

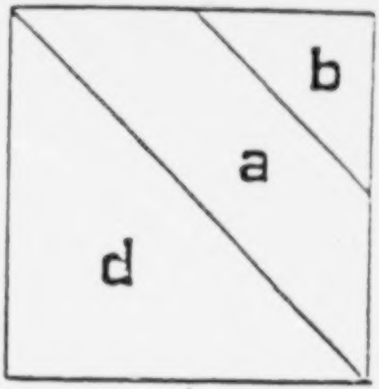
ONE MUST THINK ABOUT OTHERS AS WELL AS ONESELF

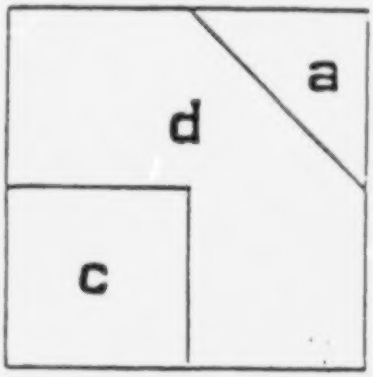
BEST COPY AVAILABLE

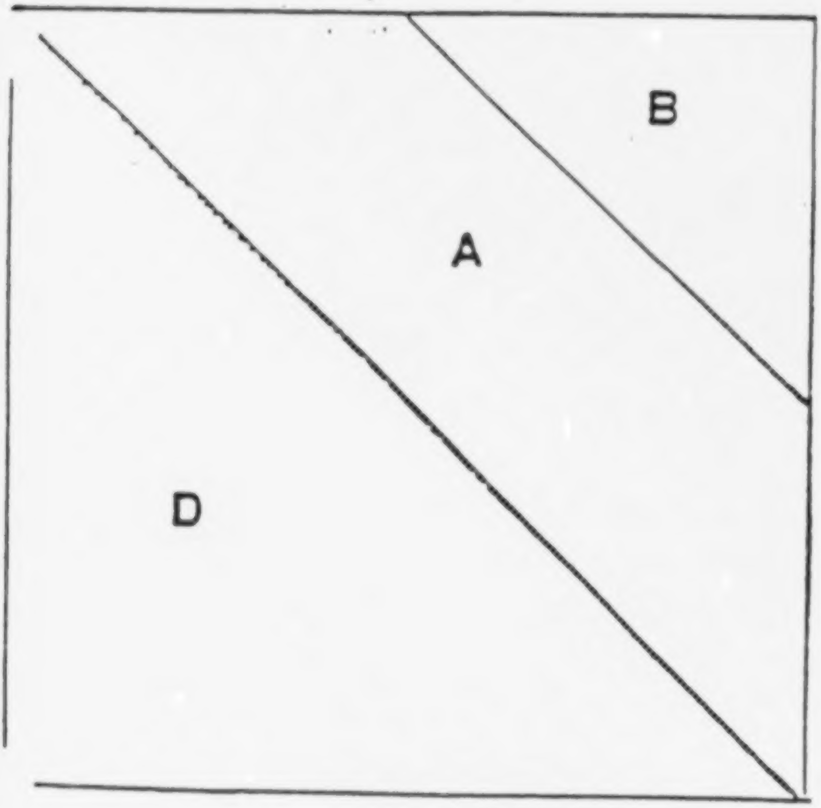

A
C
B

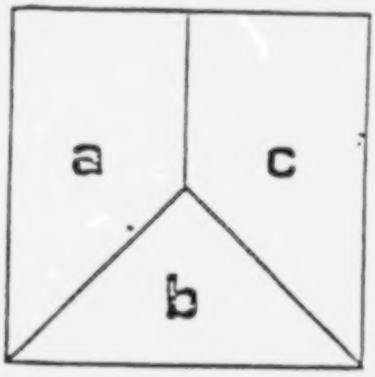

A
D
C

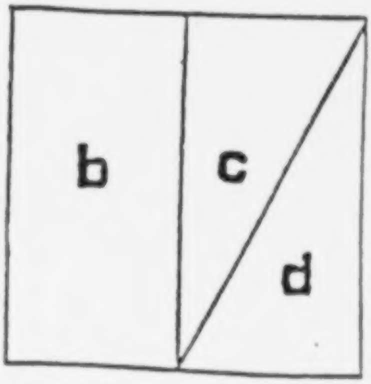

C
B
D


b
a
d


a
d
c


B
A
D


a
c
b

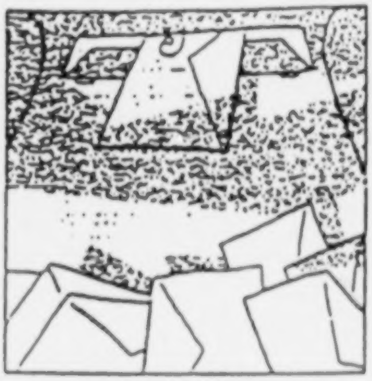

b
c
d

LET ME OUTTA HERE!

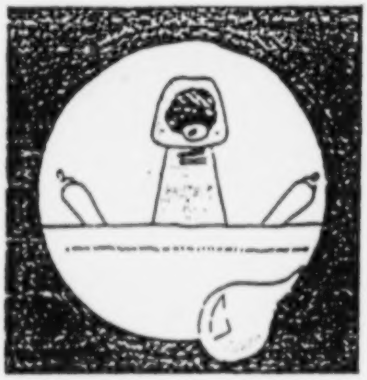
BY ROBERT LEIGHTON

e put our artist into a few tight situations and asked him to draw what he saw. In each of the pictures below, he's inside of something we've all looked into ... but have probably never looked *out* of. Can you identify these unusual perspectives?

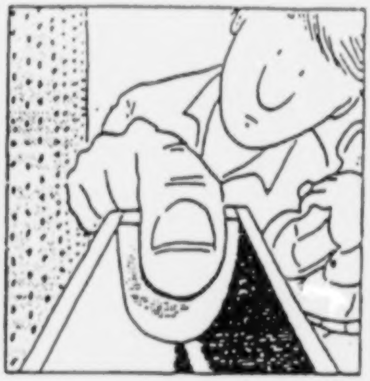
1



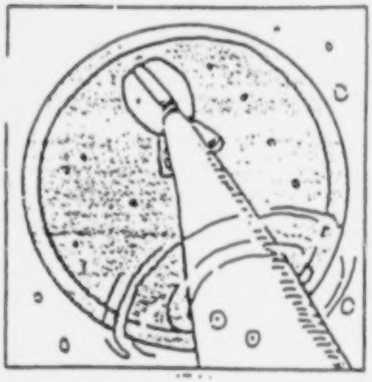
2



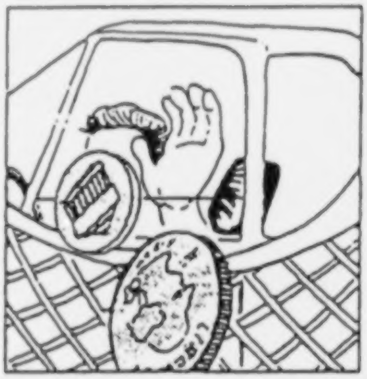
3



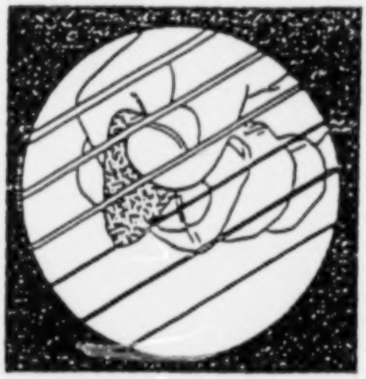
4



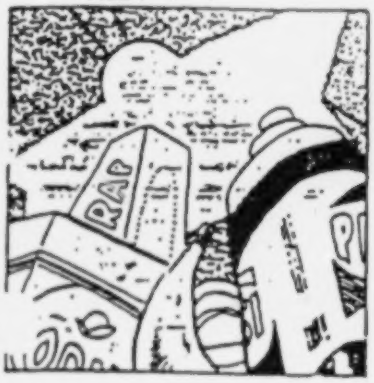
5



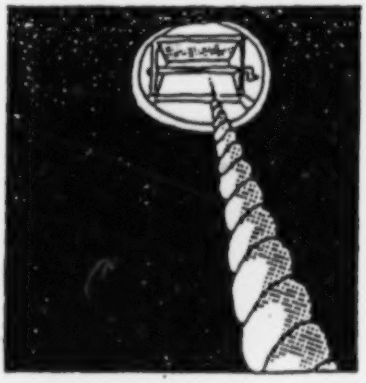
6



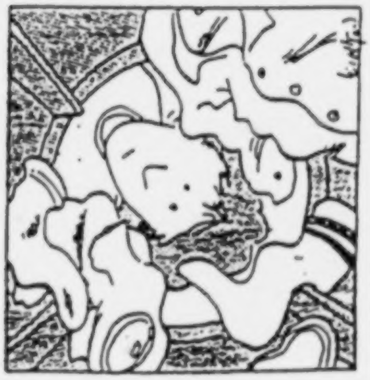
7



8



9



BEST COPY AVAILABLE

There are 5 houses, each a different color, inhabited by men of different nationality with a different pet, drink and car. The problem is to find out who drinks water and who owns the zebra.

1. The Englishman lives in a red house and drinks milk.
2. The Spaniard owns the dog.
3. Coffee is drunk in the green house.
4. The Ukrainian drinks tea.
5. The green house is immediately to the right (your right) of the ivory house.
6. The Mercedes driver owns snails.
7. The driver of the Corvette lives in the yellow house.
8. Milk is drunk in the middle house.
9. The Norwegian lives in the first house on the left.
10. The man who drives a Cadillac lives in the house next to the man with the fox.
11. The Corvette owner lives in the house next to the house where the horse is kept.
12. The Trans Am owner drinks orange juice.
13. The Japanese drives a Lincoln.
14. The Norwegian lives next to the blue house and has a fox.

"CAN YOU FOLLOW DIRECTIONS?"

THIS IS A TIME TEST - YOU HAVE 3 MINUTES ONLY TO DO THIS SHEET

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word name in sentence two.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title write, yes, yes, yes.
9. Put a circle completely around sentence number seven.
10. Put an "X" in the lower left corner of this paper.
11. Draw a triangle around the "X" you just put down.
12. On the back of this paper, multiply 703 x 66.
13. Draw a rectangle around the word corner in sentence four.
14. Loudly call out your first name when you get this far along.
15. If you have followed directions carefully to this point, call out "I have."
16. On the reverse side of this paper, add 8950 and 9805.
17. Put a circle around your answer, and a square around the circle.
18. In your normal speaking voice, count from ten to one backwards.
19. Punch three small holes in the top of this paper with your pencil.
20. If you are the first person to reach this point, loudly call out "I am the first person to reach this point, and I am the leader in following directions."
21. Underline all even numbers on the left side of this paper.
22. Loudly call out "I am nearly finished." I have followed directions.
23. Now that you have finished reading everything carefully, do only one and two.

LEARNING STYLE DATA SHEET

NAME: ____

CLASS: ____

GREGORC MIND STYLE

The way in which we view the world is called....
PERCEPTION
Concrete or Abstract

The way we use the information we perceive is called....
ORDERING
Sequential or Random

CS_____

AS_____

AR_____

CR_____

HOW I REMEMBER:

Barsch: _____ Visual _____ Auditory _____ Kinesthetic

Intellectual Preference: _____ Visual _____ Auditory _____ Kinesthetic

HELP YOURSELF: Reading, Writing, Listening, Speaking, Visualizing, Manipulating

HOW I CONCENTRATE:

Structure: Informal Formal

Noise Level: Bothers Me Doesn't Bother Me

Lighting: Prefers Bright Light Doesn't Prefer Bright Light

Temperature: Hot Warm Cool Cold

Internal Time Clock: Morning Afternoon Evening

HOW I UNDERSTAND:

ANALYTIC (Part to Whole)	GLOBAL (Whole to Part)

Everything you discover about your natural learning strengths should serve as a piece of the puzzle, not a categorical label for who or what you are. You'll also discover that identifying and understanding individual learning styles is an ongoing journey of observations and impressions. As you read and begin to use these concepts, keep in mind the following general guidelines.

Observe	Observe patterns of behavior. When you or your colleagues experience success, what are the circumstances that brought that about?
Listen	Listen to the way people communicate. If you only talk to others the way you want them to talk to *you*, you may discover you're speaking a language that's foreign to them. Listening carefully can teach you how you need to talk to them.
Experiment	Experiment with what works and what doesn't. Keep an open mind, and remember that even if an approach to learning doesn't make sense to you, it may work for someone else. We don't all learn the same way.
Focus	Focus on natural strengths, not weaknesses. Unfortunately, it's much easier to pinpoint areas of weakness that need improvement than to bolster sources of strength. But you can't build on weaknesses—strengths provide a much better foundation!
Learn	Learn more about learning styles in general. Pay close attention to your own learning style in particular and how it affects those around you.

MODALITY CHECKLIST

Place a check mark by all the statements that strongly describe what you prefer.

Auditory

___I need to hear myself say it in order to remember it.
___I often need to talk through a problem aloud in order to solve it.
___I memorize best by repeating the information aloud or to myself over and over.
___I remember best when the information fits into a rhythmic or musical pattern.
___I would rather listen to a recording of a book than sit and read it.

Visual

___I need to see an illustration of what I'm being taught before I understand it.
___I am drawn to flashy, colorful, visually stimulating objects.
___I almost always prefer books that include pictures or illustrations with the text.
___I look like I'm daydreaming when I'm trying to get a mental picture of what's being said.
___I usually remember better when I can actually see the person who's talking.

Kinesthetic

___I have difficulty sitting still for more than a few minutes.
___I usually learn best by physically participating in a task.
___I almost always have some part of my body in motion.
___I prefer to read books or hear stories that are full of action.
___I remember best when I can do something with the information.

BEST COPY AVAILABLE

Learning Styles Inventory

Group 1

___ 1. I like to read when I have free time.
___ 2. I like to read a report rather than be told what's in it.
___ 3. I understand something best when I read it.
___ 4. I remember what I read better than I remember what I hear.
___ 5. I would rather read a newspaper than watch the news on TV.

_____ **Total number of check marks in Group 1**

Group 2

___ 1. I take notes when I read to better understand the material.
___ 2. I take lecture notes to help me remember the material.
___ 3. I like to recopy my lecture notes as a way of better understanding the material.
___ 4. I make fewer mistakes when I write than when I speak.
___ 5. I find the best way to keep track of my schedule is to write it down.

_____ **Total number of check marks in Group 2**

Group 3

___ 1. I like to listen to people discuss things.
___ 2. I learn more when I watch the news than when I read about it.
___ 3. I usually remember what I hear.
___ 4. I would rather watch a TV show or movie based on a book than read the book itself.
___ 5. I learn better by listening to a lecture than by taking notes from a textbook on the same subject.

_____ **Total number of check marks in Group 3**

Group 4

___ 1. I remember things better when I say them out loud.
___ 2. I talk to myself when I try to solve problems.
___ 3. I communicate better on the telephone than I do in writing.
___ 4. I learn best when I study with other people.
___ 5. I understand material better when I read it out loud.
_____ **Total number of check marks in Group 4**

Group 5

___ 1. I can "see" words in my mind's eye when I need to spell them.
___ 2. I picture what I read.
___ 3. I can remember something by "seeing" it in my mind.
___ 4. I remember what the pages look like in books I've read.
___ 5. I remember people's faces better than I remember their names.
_____ **Total number of check marks in Group 5**

Group 6

___ 1. I like to make models of things.
___ 2. I would rather do experiments than read about them.
___ 3. I learn better by handling objects.
___ 4. I find it hard to sit still when I study.
___ 5. I pace and move around a lot when I'm trying to think through a problem.
_____ **Total number of check marks in Group 6**

Reading

If *reading* is one of your preferred learning styles, you take in, store, and retrieve information more easily when you can see it and read it yourself.

As you work with chapters 3 through 10, look for learning tips that have this symbol: 📖

Below are general suggestions for how to take advantage of this style.

- Read a chapter before you listen to the lecture on it.
- Read a book or article about a topic instead of attending a lecture.
- When you watch demonstrations, take good written notes. Later, you can refresh your memory by reading your notes.
- Get information for reports by reading instead of watching videos or listening to speeches.
- Read your notes, study guides, and flash cards over and over again.
- Back up what you hear by taking notes that you can refer to again.
- Read directions instead of having someone tell you how to do something.
- Read information yourself instead of having someone read it to you.
- Look up words you don't know the meaning of in a dictionary instead of asking someone what they mean. You'll be more likely to remember the meanings.
- Make travel plans by reading maps and travel guides.
- Choose a job that requires more reading than listening.

BEST COPY AVAILABLE

Writing

If *writing* is one of your preferred learning styles, you take in, store, and retrieve information more easily when you write it down.

As you work with chapters 3 through 10, look for learning tips that have this symbol: ✍

Below are general suggestions for how to take advantage of this style.

- "Pencil read" by reading with a pen/pencil in your hand. Underline and take notes as you read. "Talk to yourself" in writing.
- Take good lecture notes.
- Recopy your lecture notes in your own handwriting.
- Choose to do written reports instead of giving speeches whenever possible.
- Write down the steps you need to follow in order to complete a project.
- Keep track of your schedule with a calendar system and write down commitments.
- Write lists of things you need to do.
- Carry a small notebook with you, so you can take notes to remember what you have read or heard.
- Write people letters instead of calling them on the telephone.
- Choose a job that involves more writing than listening or speaking.

Listing

If *listening* is one of your preferred learning styles, you take in, store, and retrieve information more easily when you hear it.

As you work with chapters 3 through 10, look for learning tips that have this symbol: 👂

Below are general suggestions for how to take advantage of this style.

- Never miss a class. Listening to the information you have read about will help you to understand it better.
- Listen to information about a topic on videotape, TV, or an audiotape.
- Tape a lecture, so you can listen to it again.
- Read out loud the information you are studying.
- Interview people about the subject you are studying.
- Have another student read his notes to you.
- Study with other people. Discuss ideas and give each other oral tests.
- Discuss your notes, directions, or manuals out loud with yourself.
- Use a tape recorder to quiz yourself.
- Repeat information out loud after hearing it.
- Have someone read your tests to you or read them out loud to yourself.
- Call people on the telephone instead of writing to them.
- Choose a job in which listening plays an important part.

BEST COPY AVAILABLE

Speaking

If *speaking* is one of your preferred learning styles, you take in, store, and retrieve information more easily when you talk about it.

As you work with chapters 3 through 10, look for learning tips that have this symbol: 👄

Below are general suggestions for how to take advantage of this style.

- Don't miss classes. You can ask questions about what is said.
- Dictate into a tape recorder what you need to write or study.
- Ask yourself questions out loud while you are studying.
- Study information by saying it out loud and discussing it with yourself.
- Study with other people, so you can discuss the information.
- Study for a quiz by asking questions out loud and answering them.
- Choose to give a speech rather than do a written report whenever possible.
- Repeat things right after you hear them to help you remember them.
- Calm your nerves by saying positive things to yourself.
- Call people on the telephone instead of writing to them.
- If you are having trouble spelling a word, spell it out loud before you write it.
- Choose a job that requires speaking rather than writing.

BEST COPY AVAILABLE

Visualizing

If *visualizing* is one of your preferred learning styles, you take in, store, and retrieve information more easily if you can picture something in your mind's eye.

As you work with chapters 3 through 10, look for learning tips that have this symbol: 👁

Below are general suggestions for how to take advantage of this style.

- Close your eyes and practice "seeing" what you need to remember.
- Watch movies or videos on a subject, so you will have an easier time "seeing" the information again.
- As you read something, picture how it would look if you were seeing it in a movie.
- Watch demonstrations of things you need to do instead of reading about them, so you will be able to visualize them later.
- As you study diagrams and maps, close your eyes and "see" them again.
- Take special note of the shape of things you want to remember.
- Solve simple math problems by visualizing the numerals.
- Close your eyes and "see" a word you need to spell before you write it.
- Calm your nerves by picturing yourself calm and in control in that particular situation.
- Remember telephone numbers by studying them until you can "see" them in your mind's eye.
- Visualize your tasks on the job to more clearly understand what you need to do.

BEST COPY AVAILABLE

Manipulating

If *manipulating* is one of your preferred learning styles, you take in, store, and retrieve information more easily if you can handle things and/or change your environment.

As you work with chapters 3 through 10, look for learning tips that have this symbol: ✍

Below are general suggestions for how to take advantage of this style.

- Build models of hard-to-understand concepts.
- Experiment by doing things you read about.
- Watch someone do what you need to learn before trying it.
- Type a research paper on a typewriter or computer.
- Watch demonstrations instead of reading or hearing about them.
- Visit a place you are learning about.
- Given a choice, build a project rather than write a report about it.
- Do math problems with an abacus or with objects you can move.
- Make sure your work area allows you to move around while you study.
- Be flexible with your time schedule, so you can change plans and expectations when you need to.
- Choose a job that allows you to work with your hands and to move around.

BEST COPY AVAILABLE

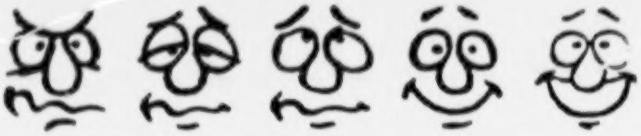
Name: ______________________

Date: ______________________

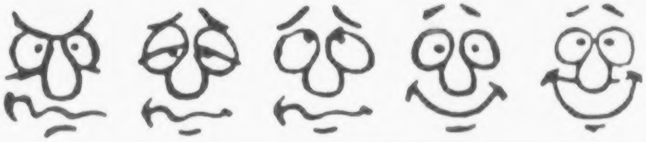
Instructions:

Read each statement below. Indicate your level of disagreement or agreement with each statement by circling a number to the right of the statement.

	Strongly Disagree 1	Disagree 2	Neither Disagree Nor Agree 3	Agree 4	Strongly Agree 5
1. When I read, I like to have a lot of light.	1	2	3	4	5
2. I learn well by hearing how to do something. (For example, from a tape, a record, or a lecture.)	1	2	3	4	5
3. I would rather study in a library than in a lounge.	1	2	3	4	5
4. I find it difficult to study when there is music in the background.	1	2	3	4	5
5. I feel that I am self-motivated.	1	2	3	4	5
6. I work or study well in the evening.	1	2	3	4	5
7. I have trouble concentrating when I am working or studying with other people.	1	2	3	4	5
8. I like to draw or use diagrams when I learn.	1	2	3	4	5
9. I am comfortable at times when those around me say it's too warm.	1	2	3	4	5



	Strongly Disagree 1	Disagree 2	Neither Disagree Nor Agree 3	Agree 4	Strongly Agree 5
10. I like my family or friends to know that I do a good job at work.	1	2	3	4	5
11. I enjoy learning new things about my work.	1	2	3	4	5
12. It's difficult for me to concentrate when I am cold.	1	2	3	4	5
13. Noise and background conversations and/or music really bother me when I have to concentrate.	1	2	3	4	5
14. I work or study well in the afternoon.	1	2	3	4	5
15. I prefer to work or study alone.	1	2	3	4	5
16. I have trouble studying when I sit on a soft chair or couch or lie on the floor.	1	2	3	4	5
17. When I work, I like to turn on all the lights.	1	2	3	4	5
18. I like my instructors or supervisors to recognize my efforts.	1	2	3	4	5
19. I learn well by trying to do things myself, with my own hands.	1	2	3	4	5
20. I concentrate best when I am sitting up at a desk.	1	2	3	4	5
21. I would rather be warm than cold.	1	2	3	4	5
22. I prefer working in bright light.	1	2	3	4	5



	Strongly Disagree 1	Disagree 2	Neither Disagree Nor Agree 3	Agree 4	Strongly Agree 5
23. The things that I remember best are the things that I hear.	1	2	3	4	5
24. I learn best by doing on the job.	1	2	3	4	5
25. I get a lot of satisfaction from doing the best I can.	1	2	3	4	5
26. I work better when I know my work will be checked.	1	2	3	4	5
27. I learn well by seeing how to do something. (For example, looking at a diagram or picture, or watching someone else do it.)	1	2	3	4	5
28. I get less done when I work together with someone else.	1	2	3	4	5
29. I work or study well in the morning.	1	2	3	4	5
30. I find it difficult to block out noise when I am trying to work.	1	2	3	4	5
31. I like using computers to learn.	1	2	3	4	5
32. I can remember more if the teacher writes on the chalk board.	1	2	3	4	5
33. I would like to learn how to use the computer to help me learn.	1	2	3	4	5
34. I like watching videos to help me learn and remember.	1	2	3	4	5
35. I can learn more if I can talk in class with the teacher.	1	2	3	4	5

Name: ______________________

Date: ______________________

Instructions:

Take your scores from the Learning Preference Inventory and enter each item score where indicated on this score sheet. Add up the item scores under each category to get an index of your learning preferences.

Physical Preferences: Learning Setting

Quiet Please

Noise Level	Item #	Score
	4	___
	13	___
	30	___
	Total Score	___

Total scores of **10 or more** indicate that noises bother you when you are trying to learn.

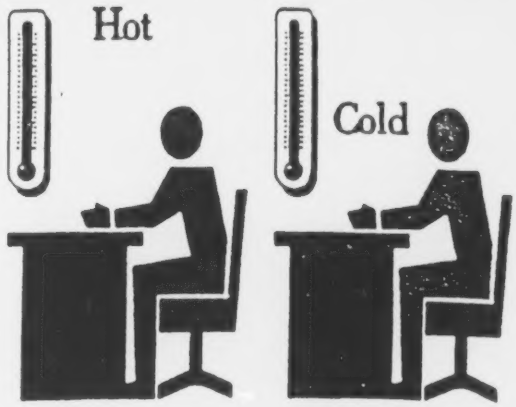
Total scores of **9 or less** indicate that noises do not bother you when you are trying to learn.

Lighting	Item #	Score
	1	___
	17	___
	22	___
	Total Score	___

Total scores of **10 or more** indicate that you prefer to learn in bright lighting.

Total scores of **9 or less** indicate that you do not prefer to learn in bright lighting.

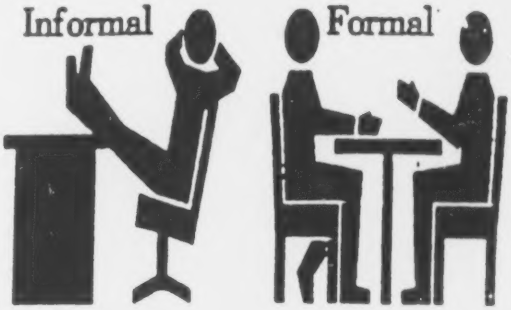
Physical Preferences: Learning Setting



Temperature	Item #	Score
	9	____
	12	____
	21	____
	Total Score	____

Total scores of **10 or more** indicate that you prefer to learn in warmer temperatures.

Total scores of **9 or less** indicate that you prefer to learn in cooler temperatures.

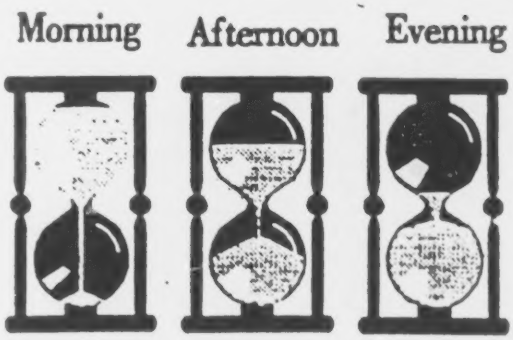


Structure	Item #	Score
	3	____
	16	____
	20	____
	Total Score	____

Total scores of **10 or more** indicate that you prefer a formal learning setting.

Total scores of **9 or less** indicate that you prefer an informal learning setting.

Physical Preferences: Time of Day



	Item #	Score
Morning Score	29	____
Afternoon Score	14	____
Evening Score	6	____

Total scores of **4 or 5** indicate a preference for learning at that time of day.

You may have more than one time preference for learning, or time may not make a difference to you.

Emotional Preferences: Social Needs

Alone or With Others	Item #	Score
	7	____
	15	____
	28	____
	Total Score	____

Total scores of 10 or more indicate that you prefer to learn alone.

Total scores of 9 or less indicate that you prefer to learn with other people.

Emotional Preferences: Motivation

Extrinsic Motivation	Item #	Score
	10	____
	18	____
	26	____
	Total Score	____

Total scores of 10 or more indicate that external reinforcement may be important to you.

Total scores 9 or less indicate that external reinforcements may not be very important to you.

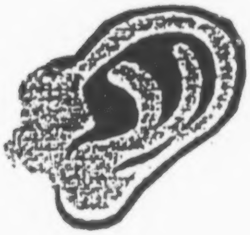
I do good work!!!

Intrinsic Motivation	Item #	Score
	5	____
	11	____
	25	____
	Total Score	____

Total scores of 10 or more indicate that you seem to be self-motivated.

Total scores 9 or less indicate that you may not be self-motivated

Intellectual Preferences: Learning Styles



Auditory Learning

Item #	Score
2	___
23	___
Auditory Total	___

Visual Learning

Item #	Score
8	___
27	___
Visual Total	___

Kinesthetic Learning

Item #	Score
19	___
24	___
Kinesthetic Total	___

In each are (auditory, visual, kinesthetic), total scores of 7 **or more** indicate a preference for that type of learning.

You may prefer more than one type of learning, or types of learning may not make a difference to you.

What's My Dominant Learning Style?

Place a check mark beside the *one* statement in each pair that best describes your preferences *when you are learning.*

When you are learning, do you *usually:*

A B

1. __ like learning by yourself better than working with another person or group?
__ like learning with another person or group better than working by yourself?

2. __ finish one job before going on to the next one?
__ begin a new job even if you have not finished an earlier one?

3. __ begin your work without waiting to see how someone else does it?
__ prefer to wait for someone else to start before you begin?

4. __ find it easier to remember details when you read than to remember main ideas?
__ find it easier to remember main ideas when you read than to remember details?

5. __ prefer true-false and multiple choice tests with one right answer?
__ prefer tests that ask you to explain reasons and write out answers?

6. __ need to have your desk and work area neat to concentrate?
__ find you can get your work done even if your desk or work area is cluttered?

7. __ feel your time was wasted if the teacher doesn't put a grade on work you turned in?
__ not mind the teacher not giving you a grade as long as your work was recognized?

8. __ prefer competing on your own to competing on a team?
__ prefer competing on a team to competing on your own?

9. __ prefer to have choices as to how to accomplish assignments you're given?
__ prefer that the teacher tells you exactly how the assignment should be done?

10. __ want to go over a test that's been graded in order to correct what you missed?
__ want to look over your graded test but do not want to correct specific answers?

11. __ find it fairly easy to ignore distractions while you work or study?
__ find it pretty difficult to ignore distractions while you work or study?

12. __ prefer to have an assignment in smaller parts and given step-by-step?
__ need to know the whole assignment before you work on parts or steps?

13 __ prefer to think about a decision and figure out what to do by yourself?
__ ask other people's opinions if you aren't sure about making a decision?

14. __ not take it personally if someone tells you you've done something wrong?
__ automatically take it personally if someone says you've done something wrong?

15. __ blame the test if you don't do well and you studied what the teacher told you?
__ blame yourself if you don't do well on a test and you studied what the teacher said?

__ __ Column Totals

BEST COPY AVAILABLE

LEFT (Analytic)	RIGHT (Global)
1. Verbal	1. Visual, tactual, kinesthetic
2. Responds to word meaning	2. Responds to word pitch, feeling
3. Recalls facts, dates	3. Recalls images, patterns
4. Sequential	4. Random
5. Processes information linearly	5. Processes information in chunks
6. Responds to logical appeal	6. Responds to emotional appeal
7. Trusts logical appeal	7. Trusts intuition
8. Looks tidy, organized	8. Looks disorganized
9. Plans ahead	9. Spontaneous
0. Punctual	10. Less punctual
1. Reflective	11. Impulsive
2. Recalls people's names	12. Recalls people's faces
. Speaks with few gestures	13. Gestures when speaking

pyright Marie Carbo 1987

HOW ANALYTIC ARE YOU?

Analytic Strengths

- details
- focus
- organization
- specifics
- direct answers
- consistency
- sense of justice
- objectivity
- individual competition
- doing one thing at a time

What You Should Know about the Analytic Style

- likes things ordered in a step-by-step way
- pays close attention to details
- must be prepared
- needs to know what to expect

- often values facts over feelings
- prefers to finish one thing at a time
- resists becoming personally or emotionally involved
- is highly logical
- is self-motivated
- finds the facts but sometimes misses the main idea

Analytic Frustrations

- having opinion expressed as fact
- not understanding the purpose for doing something
- not understanding how they will be evaluated
- listening to an overview without knowing the steps involved
- listening to an explanation when all that's needed is a "yes" or "no" answer
- dealing with generalities
- having to find personal meaning in all that they learn
- not finishing one task before going on to the next

Global Strengths

- seeing the big picture
- valuing relationships
- cooperating in group efforts
- reading between the lines
- maintaining a sense of fairness
- seeing many options
- paraphrasing
- doing several things at once
- giving and receiving praise
- reading body language
- getting others involved

What You Should Know about the Global Style

- is sensitive to other people's feelings
- is flexible
- goes with the flow
- learns by discussion and working with others
- needs reassurance and reinforcement
- works hard to please others
- takes all criticism personally
- avoids individual competition
- tries to avoid conflict
- may skip steps and details

Global Frustrations

- having to explain themselves analytically
- not getting a chance to explain themselves at all
- not knowing the meaning for doing something
- having to go step-by-step without knowing where they'll end up
- not being able to relate what they are learning to their own lives
- not receiving enough credit for their effort
- having to show the logical steps they used to get an answer
- accepting criticism without taking it personally
- people who are insensitive to other people's feelings

Learning Styles

The way in which we view the world is called our . . .

Perception

We perceive in two ways . . .

Concrete **Abstract**

The way we use the information we perceive is called . . .

Ordering

We order in two ways . . .

Sequential **Random**

BEST COPY AVAILABLE

ONCRETE SEQUENTIAL

Man must not only see everything
through his own eyes, but will
lways be unable to accept what
e cannot so examine."
--Marc Edmund Jones

ajor Intolerances

In general, the dominant Concrete Sequential
kes:

physical and environmental conditions which
re not conventionally correct.
ndividuals who are flagrant violators of
norms,
broken promises and "surprises,"
eople who procrastinate,
discussions which appear to be "academic"
rather than down-to-earth, and
ndividuals who are "too emotional" in their
ecisionmaking

ative Characteristics

ative CS behavior may manifest itself as
lows:

nflexibility and rigidity,
xcessive criticism and skepticism even though
they themselves dislike being criticized,
iewing people as "objects" to be controlled
nd owned,
addiction to routine and order,
susceptibility to autocratic and dogmatic belief
ystems,
entrenched materialism coupled with unwillingness to give credence to an invisible world,
ack of sympathy and compassion,
n unforgiving, grudge-holding temperament

In general, the following traits may be observed:

Concrete Sequential individuals are habitual. Beds are always made upon rising. Immediately after dinner, the table is cleared and the dishes are washed, dried, and put back on the shelves. They drive along the same route to work every morning and their day is time and task-oriented. Although these routines may appear boorish to others, the CS is quite convinced and satisfied that his ways will work, have worked, and will work for others if only they would "see the light" and do things the right way.

Concrete Sequentials usually see things in terms of being either black or white. This trait is often irritating to others who are unaware that this attitude is a sign of the CS'ers discriminating ability. Anything in between the two extremes is generally too fuzzy or amorphous for the Concrete Sequential to base a value decision upon. Consequently he will usually answer a question or offer an opinion of "yes/no, right/wrong, tastes good/tastes bad, or sounds good/sounds bad."

Concrete Sequentials choose their wardrobe with particular care and economy. They are drawn to three-piece business suits and monochromatic outfits. A CS would not think of wearing mismatched plaids, flashy colors, or being seen in unconventional or untraditional clothing. They can be fussbudgets when it comes to neatness, wrinkle-free suits, the correct hairdo, perfect make-up, and spit-shined shoes.

Concrete Sequentials seldom lose anything. They know where everything has been put and is located. If you lose or misplace something, ask them and they will tell you immediately where it is or where they have put it.

If you invite a Concrete Sequential to a meeting or dinner party, you can be sure that he will attend and arrive on time or have a proper excuse. Meeting obligations and time commitments are as sacred to the CS as his bank deposits and up-to-date checkbook.

The presents that a Concrete Sequential gives to others will be practical. They like to give and receive cash or gift certificates, potted plants, toasters, lawnmowers, etc. Gifts such as short-lived cut flowers, a book of poems, or satin sheets are considered frivolous.

Concrete Sequentials mark special occasions such as birthdays, anniversaries and holidays by sending cards and gifts. They also send get-well cards. They do not, as a rule, send surprise gifts or "just-thinking-of-you" cards on non-occasions.

BEST COPY AVAILABLE

Concrete Sequential parent is a loving, but true disciplinarian. Homework is to be taken seriously and done each night (preferably before dinner and definitely before television watching). And, the teacher is always right! Household duties are delegated with a roster and time schedule taped to the refrigerator door. Thank you letters for gifts from grandparents and relatives must be written and in the mail within twenty-four hours after receipt. And, the CS will demand that there will be no public displays of affection between their children and their dates within 500 feet of the house.

Concrete Sequentials rarely give compliments. They expect a good performance, a job well done, a neat appearance in others, and a smooth-running environment. Approval is generally silent and they operate under the maximum of "No news is good news." The CS is not reticient, however, to clearly show disapproval.

A desk or office belonging to a Concrete Sequential will not be messy or disorganized. Pencils are sharpened, file trays empty, desk drawers neatly divided with metal inserts, and a memo pad sits squarely by the telephone. Office furniture is streamlined, comfortable, and efficient. If there are any plants in the office they will most likely be plastic because the CS is not known for his "green thumb."

A Concrete Sequential guest in your home can often smell fish in the air a day after you had it for dinner, a kitty litter box in the basement, and tell you the name of the perfume or aftershare you are wearing. Many CS'ers can taste the bay leaf in your stew, the dash of Tabasco in his Bloody Mary, and name the year of the wine served with dinner.

BEST COPY AVAILABLE

BSTRACT SEQUENTIAL

"As I think, so I am."

BEST COPY AVAILABLE

AS

ajor Intolerances

In general, the dominant AS dislikes:

- hazy or sentimental thinking which leads to loose or inaccurate conclusions,
- ideas and claims which do not meet his rational test of logic or approved test of validity,
- metaphors and emotional stimulants in sounds and gestures, and,
- boisterous activity and excessive rules and regulations.

Negative Characteristics

Negative AS behavior may manifest itself as llows:

- discrediting and devaluing other viewpoints by calling them mystical, plodding, off-the-wall, irrational, and unsubstantiated,
- getting lost in their ideas and building "castles" in the air (Ivory Tower Syndrome),
- believing their thoughts to be reality and failing to test them in the concrete world,
- absentmindedness,
- argumentative, excessively skeptical, and harshly critical,
- coldness and isolation,
- taking a person's idea and reducing it to something trite or mundane in order to make it sound quite common, and
- the use of polysyllabic words to inflate their ego, to confuse others, and to "put people in their place."

In general, the following traits may be observed

Feeling that there is a time and place for everything. Abstract Sequentials dislike any publ display of affection, even from their spouse. The also do not like attention brought to them in public. A surprise rendition of "Happy Birthday" sung by four waiters holding a cake with a lit sparkler can put the AS into a state of total embarrassment and possibly under the restaurant table.

An Abstract Sequential will sometimes have difficulty picking up subtle verbal and nonverbal cues and inuendos Consequently, they will want you to explain your rationale, motives, and reasons for saying or doing something.

Though not fond of the television "boob" tube, they will watch television documentaries, news specials, political debates, and educational programs. They are excellent movie critics, but attend only those movies that stimulate their intellectual interests, not their emotions.

An Abstract Sequential can completely forget your birthday, anniversary, or a luncheon date unless it is written down somewhere. Some of these individuals are known for their absentmindedness and forgetfulness. Many items belonging to the AS will be stacked in piles, filed away in cabinets and dresser drawers, and placed on closet shelves. Some of these items are "lost" forever.

This individual can verbally "put you down and in your place" in a most eloquent manner. Because the Abstract Sequential can be a smooth manipulator of the double *entendre*, many individuals never realize that they have been insulted.

Guardian angles have a fulltime job watching over some Abstract Sequential individuals. These individuals will arrive at a particular destination either by car or on foot not remembering how they got there. Their minds are usually so preoccupied with other thoughts that they are amazed that they arrived at all.

Never expect a short conversation with an Abstract Sequential particularly if asked a question concerning a subject he dearly loves. Being highly verbal, this individual will often monopolize a conversation by offering his rationale, opinions, theories, sources, etc. In other words, he may provide "more than you ever wanted to know."

The Abstract Sequential parent will set high standards and goals for his child. Emphasis is placed on social and academic achievement and the AS parent will see to it that his son or daughter is exposed to every opportunity for growth and development. Children are expected to demonstrate proper manners, to recognize their duties and responsibilities within the family structure, and to uphold the reputation of the family name. Although quite loving, the Abstract Sequential parent is not overly demonstrative of his

With some exceptions of tweedy-types and ormal dressers, most Abstract Sequential individuals are not strongly concerned with matters of dress. They are of the opinion that dress codes are for other people, not them. Some think nothing of wearing stripes with plaids, mismatched or clashing colors, or feel that an open shirt and sweater is acceptable at a dinner dance. They believe that clothes are simply something to be worn on the body and cannot figure out why people make such a fuss over what a person wears or doesn't wear.

The Abstract Sequential will do his best to mpress you with how well-informed he is. This ndividual loves to read and relishes a thick, mea-y book. His taste in literature runs anywhere from *War and Peace* to autobiographies of famous presidents and writers. He believes that every individual should be knowledgeable about something. If he thinks that you haven't had a bright idea in years or are not conversant in any of his reas of interest, he will never ask you for your opinion or view on anything. He may even dismiss you as an irrelevant being.

Many Abstract Sequentials are highly skeptical. Trying to convince an AS of something he oesn't want to be convinced of can be a losing battle. This individual can engage himself in a superb game of mental gymnastics and never tire as he matches an opponent point for point. He is very often quite serious in his arguments and in his mind-game antics.

BEST COPY AVAILABLE

ABSTRACT RANDOM

> "It is only with the heart that one can see rightly; what is essential is invisible to the eye."
> —Antoine DeSaint-Exupery

R

Major Intolerances

In general, the dominant Abstract Random dislikes:

- — dogmatic and strictly logical systems of thought,
- — cold, "noncaring," nonspiritual, and unemotional people,
- — conservative and restrictive environments,
- — being forced to "justify" his feelings,
- — being required to quantify his qualitive experiences, and
- — being continually told to be "realistic."

Negative Characteristics

Negative AR behavior may manifest itself as follows:

- — chronic tardiness to meetings and the failure to meet deadlines.
- — anchoring in ego-centered "me-first" attitude and thereby disregarding the rights and needs of others,
- — "flightiness," inaccuracy, and inattention to task and detail which earn him the title of "off-the-wall-flake,"
- — extreme moodiness due to the inability to balance his experiencing of the extremes of emotions,
- — excessive worrying and self-doubt,
- — jealousy and over-dependency on others,
- — strong passions and extravagance, and
- — inflated self-image.

Routine procedures and orderliness can be viewed as boring and nonessential to an Abstrac Random. Consequently, the bed may not be ma upon rising. Such an activity may be viewed as waste of time and energy particularly because th bed will be used again in just twelve hours. Likewise, dishes and clothes are washed only when it is economical time-wise or the AR has ru out of both.

Some Abstract Randoms can be "into" four five books at once. Dog-eared pages and turned over books are found in the bathroom, bedroom, living room, family room, car, and jacket pocket

Despite a prolonged absence in reading a particular book, they have an uncanny ability to "step back into" the theme immediately upon starting where they left off.

Many Abstract Randoms are exceptionally fine dancers. Music can give these individuals a virtual "high" and send some into a mystical stat of transcendence. These are the individuals whos toes and fingers unconsciously tap in time with the music or whose bodies sway and swing with the rhythm. Some Abstract Randoms are radio "station hoppers" as they search the wave bands for their favorite songs.

The Abstract Random's desk top is rarely visible due the various items deposited on it. His desk is not used as a workbench; instead it serves as a repository for items arranged in patterns known only to him. The "office" of an AR is located wherever *he* is. His filing cabinet is "in his head," in his briefcase, or in a shopping bag, book bag or carrying purse. He uses a physical office only as a place to touch base and deposit materials.

Live plants and Abstract Randoms have a natural affinity and love for one another. AR's can over-water and under-water their plants and the plants will still thrive. They treat plants like human beings and will talk to them, stroke them, and, in some cases, even play music for them. Many Abstract Random homes and offices will often look like jungles.

Abstract Randoms can be reunited with people they haven't seen for years and pick up on the friendships as if there were never a day lost. Such friendships are maintained despite the lack of letters and telephone contacts.

Many Abstract Randoms are romantic and sentimental. Some love to collect antiques and treat each item with a loving respect and honor in their home. Other AR's collect so much memorabilia over the years that their attics or basements virtually "runneth over." These individuals find it difficult to throw anything away and only when pressured or when they run out of storage space will the Abstract Random reluctantly part with his "treasures."

BEST COPY AVAILABLE

These individuals love bright colors and clothing. Abstract Randoms love to wear bright stripes, plaids and paisleys and sometimes they wear all at the same time. The AR will dress to please himself and the mood that he is in. Dark or plain colors and surroundings tend to depress the Abstract Random. Consequently, he will make sure that his environment is pleasing to his eye and that it reflects his taste in decoration.

An Abstract Random parent can be the classic "Peter Pan." This individual is totally immersed in his children's activities and will often take part in their games and parties. The AR can be a "softie" when it comes to bottom lines and deadlines. With a little persuasion, this parent may give into the "yes but's" of his children. The Abstract Random loves to get involved with the school P.T.A. and local library. The AR usually volunteers to head the Bake Sale, be Room Mother, or Little League coach. As the child grows older, the Abstract Random parent is his child's strongest supporter and admirer.

Abstract Randoms may forget the exact date of your birthday or anniversary, but they know the month. Gifts, cards, and telephone calls for such occasions may come at any time. Surprise gifts may arrive too. AR's are notoriously spontaneous and will send you long stemmed roses on an un-birthday or a greeting card that simply states "thinking of you." Abstract Randoms are not conventional in their gifts or greetings. Their gifts can be totally of no practical use and their cards can be hysterically outrageous.

Abstract Randoms love animals, cry at weddings, see movies over and over again, keep photo albums and scrapbooks, remember their childhood Teddy Bear, and donate to charities. They love to be near water, thrill to the beauty of a sunset, and drag out the Christmas records at the first snowfall. Abstract Randoms love to reminesce.

BEST COPY AVAILABLE

ONCRETE RANDOM

"The most incomprehensible thing
about our world is that it is
omprehensible."
--Albert Einstein

CR

Major Intolerances

n general, the dominant Concrete Random slikes:

— people who are unwilling to change or consider options,
- fence-straddlers who continually seek "hard data" and/or guarantees that the CR's ideas will or do work,

procedures which must be followed without exception,

being asked to prove that the faculty of intuition exists, and
- fuzzy-headed "mystics" whose approach to life destroys the credibility of insights and premonitions.

egative Characteristics

gative CR behavior may manifest itself as ows:

- bandwagoning and jumping from idea to idea without proper grounding,
- uthless use of any means to the chosen end,
- bandonment of an idea or evolving project before it is fully completed,
- orgetting promises or agreements due to an "out-of-sight, out-of-mind" attitude,
- disinterest in practical ramifications of an idea which is to be implemented,
- rritation at other individuals who cannot make his intuitive leaps,
- he willingness to sacrifice himself and others n order to fulfill a mission, and
- umping to "too quick" and rapid conclusions.

In general, the following traits may be observed:

Concrete randoms are the individuals who refuse to accept the words "don't" and "can't." If told not to do something, they will usually find a reason or way to do it. If told they can't do something, they will immediately set out to prove that they can. These individuals seem duty-bound to beat whatever odds or systems they encounter.

The Concrete Random is notorious for not reading directions or instructions. Some CR's feel that directions were written for "dummies." Others feel that not reading directions is part of a direct challenge to their wits and competence. When their self-directed efforts fail, Concrete Randoms have been known to sneak off, instructions in hand, to read them when no one else is watching.

A Concrete Random will hesitate to give you a definite position on anything. For example, if told something is "black," they will respond with a "yes, but it could be indigo, dark blue, or dark brown." Pinning them down to a final answer they will stick with and not change a month later is not an easy task. Some CR's like to cover all bets to avoid entrapment.

This individual is outgoing, friendly, aggressive, and loves to mix and socialize at a cocktail party. Concrete Randoms enjoy maneuvering themselves in and around the room. They join in on a conversation momentarily and then move off to another group of people. These individuals can be the proverbial life of the party and can be relied upon by any host to liven up the party if it should start to "bomb."

Concrete Randoms have a natural curiosity. They love to "tinker" with ideas, models, gadgets, cars, and household appliances. They also like to experiment and may rewire the entire house to accommodate a new invention. Young CR's are the children who love to play around in the school chemistry lab and take toys, bikes, and lamps apart.

A Concrete Random has to have four or five irons in the fire and has the energy to keep them all going. He requires conditions which permit personal movement and the development of his ideas. If he feels limited, confined, or restricted, he will complain about being bored or having "cabin fever."

Some Concrete Randoms have so much personal charisma that they can "charm the pants off a snake." These individuals can have a melodious voice, a down-to-earth appeal, and an air of sophistication. CR's also love to hear the sound of applause for their efforts. This is not necessarily an ego problem; rather, it serves as their shot of "adrenalin."

BEST COPY AVAILABLE

These individuals love to take charge and to be in charge. They appear to thrive on controversy and to be at war within themselves and against various evils. They are cunning and brilliant strategists, but often withdraw to watch followers implement their dreams.

Concrete Random parents are not strict disciplinarians. These individuals will often, within reason, allow their children to "Do their own thing." They encourage their children to experience life, learn by trial and error, and to pick themselves up by their own bootstraps and try again when problems arise. CR parents give their children guidelines, options, and alternatives rather than strict rules and regulations. In some instances, the Concrete Random would prefer to be a friend or pal their children can freely come and "talk" with rather than be a "Do as I say" parent.

Some Concrete Randoms will have a career with many moves or will make changing jobs their career. One might get the impression that the CR has had a bad employment track record when indeed this individual may have purposely moved from job to job due to personal offers, job enrichment, and increased financial opportunity.

Concrete Randoms can know the punch line of your joke or the point you are trying to make before you finish. They will involuntarily start to nod their heads or may even blurt out the answer if not able to restrain themselves. In most instances, the CR has not heard your joke or reached your conclusion. He has just experienced another of his intuitive leaps.

BEST COPY AVAILABLE

CONCRETE SEQUENTIAL *

The natural abilities of CS types are to:

- carry out tasks in a step by step way
- plan or organize their time
- follow directions, get correct answers
- work within structured conditions
- be accurate, precise, particular
- perform according to standards
- look for facts and information
- focus on detail and specific results
- create real, practical products
- look for useful, reliable results

CS learners work best when they:

- have an orderly, quiet environment
- know the accepted way of doing things
- have exact directions, examples
- can be consistent and efficient
- face limited change in predictable situations
- are given approval for specific work done
- can apply ideas in a practical, hands on way
- can answer, "How does this work?"
- trust others to follow through
- have guided practice with an organized person

CS types may have difficulty

- choosing from many options
- acting without specific direction
- not having full explanation for change
- taking new approaches
- dealing with opposing views
- interpreting abstract ideas
- understanding feelings
- waiting, sitting still
- answering "what if" questions
- using imaginative expression

To stretch their style, CS learners need to:

- step back to see the forest
- not react to first impression
- express their own feelings
- consider process in achieving products
- work with an organized divergent thinker
- hold back the need for immediate answers
- request explanations of others' views
- set reasonable limits on expectations
- accept that their "advice" may go unheeded
- value self worth in addition to accomplishments

ABSTRACT RANDOM *

The natural abilities of AR types are to:

- reflect upon feelings
- be flexible and adaptable
- relate to others
- have sensitivity
- appreciate the arts, beauty, nature
- personalize information
- use imagination to create
- see a holistic view
- be part of a social group
- interpret feelings and ideas

AR learners work best when they:

- can work and share with others
- have assignments requiring interp
- get personal attention and emotional s
- have social activities to balance work
- can answer, "How can we interpret thi
- have freedom from control by others
- have a personally satisfying environme
- use personal, individual, or artistic exp
- have open communication with others
- have a noncompetitive atmosphere

AR types may have difficulty:

- giving details and exact answers
- memorizing
- working alone for long periods
- working step by step
- working within time limits
- being corrected
- competing
- organizing plans
- concentrating on one task at time
- working with authoritarian personalities

To stretch their style, AR learners

- see the trees in the forest
- be aware of and focus on critical time l
- react less emotionally to sequential der
- look before they leap
- attend to important details, assignment
- explain fully before assuming others ur
- include objective data in decision makir
- accept responsibility for products withir time limits
- stick with a decision and follow through
- expect less emotional response from

ABSTRACT SEQUENTIAL *

The natural abilities of AS types are to:

- debate points of view
- organize ideas in a logical way
- gather information and analyze ideas
- think in a structured way
- be patient learners
- judge value or importance
- examine key points and form theories
- research information
- concentrate on finding answers
- strive for intellectual recognition

AS learners work best when they:

- have reading references and expert sources
- are sure of themselves
- follow traditional procedures
- have time to learn material thoroughly
- can work alone
- are respected for intellectual ability
- ask, "Why is this?"
- write analytical essays
- rely on lecture notes and written materials
- do library research

AS types may have difficulty:

- expressing emotions constructively
- working in group discussion cooperatively
- writing creatively
- discovering unusual ways of doing things
- playing games and simulations
- making or creating physical products
- convincing others diplomatically
- being criticized
- taking a risk or facing the unpredictable
- experimenting with open ended problems

To stretch their style, AS learners need to:

- see the lighter or humorous side of situations
- "take time to smell the flowers"
- be less concerned with perfection for itself
- place grades in perspective
- consider alternatives in a nonjudging way
- explore personal feelings
- try new experiences
- worry less
- listen rather than argue
- consider the results of nontraditional approaches

* Terms used with the permission of the copyright owner, Anthony F. Gregorc, Ph.D.

CONCRETE RANDOM *

The natural abilities of CR types are to:

- experiment to find answers
- discover new information and processes
- find possibilities, create change
- be independent
- consider solutions
- take calculated risks
- create unusual and varied approaches
- investigate "why"
- have a high degree of curiosity
- search for a variety of options

CR learners work best when they:

- can try new approaches and solve prob
- are self directed
- are competitive
- create their own answers
- ask, "How many different ways can I
- use trial and error approaches
- do brainstorming and open ended activ
- produce real, but imaginative, products
- have options to prove their way works
- have hand on experiences

CR types may have difficulty:

- pacing and meeting time limitations
- finishing projects when a new idea hits
- choosing one answer
- keeping detailed records
- doing formal reports
- being graded only on products
- having no variety, options, or choices
- working in a controlled environment
- following a lecture without being able to interact with speaker
- showing how they arrived at an answer

To stretch their style, CR learners ne

- learn to prioritize
- follow through to complete products
- ask how their needs for change affect ot
- integrate information with experiences
- ask others to provide reasonable deadlin
- learn pacing techniques
- delegate responsibility
- not make well intended, but not possible, promises
- accept others' ideas without need to show another way
- realize the limitation of a situation and knc when change is impossible

Reference: Butler, Kathleen A. *LEARNING AND TEACHING STYLE: IN THEORY AND PRACTICE*. Columbia, CT: The Learner's Dimension
*Chart interpreted from the original research of Anthony F. Gregorc, Ph.D.

© Copyright, 1984, Kathleen A. Butler, Ph.D.

Available from: The Learner's Dimension, Box 6, Columbia, CT 062

BEST COPY AVAILABLE

WHO THEY ARE AND HOW THEY LEARN

CONCRETE SEQUENTIAL

Who...	How...
Ordered	Checklists
Structured	Outlines
Practical	Charts
Accurate	Summaries
Directions	Data
Organized	Labs
Hands On	Computers
Detailed	Practical Reading
Exact	Short Lectures

Has ability to derive information through direct, hands-on experience. Develops senses. Prefers it/then premise and conclusions. Prefers touchable concrete materials. Prefers step-by-step directions and follows them. Will defer to authority and guidance and does not like distractions.*

Needs direct, hands-on experiences.

CONCRETE RANDOM

Who...	How...
Independent	Games & Simulation
Creative	Problem Solving
Risk Takers	Creating Products
Unusual	Independent Study
Experimenters	Experiments
Inventive	Unusual Solution
Problem Solvers	Options
Curious	Open Ended Work
Intuitive	Few Restrictions

Has experimental attitude and accompanying behavior. Makes intuitive leaps and solves problems in an unstructured way. Takes trial and error approach. Does not like cut and dried methods. Does not like teacher intervention in her/his independent work. Responds to the stimulus of a rich environment.*

Needs unstructured experimental organization

ABSTRACT SEQUENTIAL

Who...	How...
Logical	Reading
Academic	Lecture
Structured	Working Alone
Intellectual	Term Papers
Readers	Library Work
Researchers	Note Taking
Evaluative	Essays
Thinker	Research
Debater	Content
Studious	Theories

Prefers to decode written, verbal, and image symbols. Has wealth of conceptual "pictures." Matches what she/he sees, hears, and reads in graphic or pictorial form. Prefers presentations that have substance, and are rational and sequential in nature. Is not deterred by dull lecturer, if material is organized. Defers to authority, has low tolerance for distraction.*

Needs rational, sequential organization.

ABSTRACT RANDOM

Who...	How...
Sensitive	Group Discussion
Emotional	Media & Music
Personal	Peer Group Work
Imaginative	Personalized Work
Interpreter	Role Play
Colorful	Use of Fantasy & Imagination
Discussion	Themes
Deep Feelings	Arts
Flexible	Humor

Attends to human behavior, senses "vibrations," attuned to nuances of atmosphere and mood. Associates the medium with the message. Evaluates learning experience as a whole. Prefers to receive information in group discussions. Seems to gather information and delay reaction. Organizes material through reflection.*

Needs "people" problems and reflecting time

BASED ON ANTHONY GREGORC'S RESEARCH

* The 4MAT SYSTEM. McCARTHY, B. 1980

BEST COPY AVAILABLE

CONCRETE SEQUENTIAL

What People with Other Styles Admire Most about CSs

organization
attention to detail
completion of tasks
productivity
stability and dependability

Negative Perception by People with Other Styles

perfectionists
things often seem more important than *people*
tunnel vision
lack of adaptability
impatient

Ten Commandments for Getting Along with a CS

Thou shalt:

- be consistent
- be organized
- practice common sense
- pull your own weight
- remember I have feelings, too
- give advance notice so I can prepare myself
- follow instructions
- tell me what you want
- take responsibility for your actions
- not deal in generalities

How Do We Recognize . . .

The Dominant Concrete Sequential Customers:

Organized

Did they schedule the visit in advance?
Do they automatically keep receipts or an auto log book?
Can they quickly locate keys, checkbook, credit cards?

Detailed

Do they ask very specific questions?
Do they ask you to write down the information?
Do they often ask you to clarify what was said?

Based on the research of Anthony F. Gregorc, Ph.D. Terms used with permission.
Adapted by Cynthia Ulrich Tobias, M.Ed. Learning Styles Unlimited, Inc.
1911 SW Campus Drive, Suite 370, Federal Way, WA 98023 (206) 874-9141

ABSTRACT SEQUENTIAL

What People with Other Styles Admire Most about ASs

- analyze before making a decision
- ability to conceptualize an idea
- intellect
- precision
- ready knowledge

Negative Perceptions by People with Other Styles

- loofness
- ot in touch with reality
- ave to have an explanation for everything
- ighly opinionated
- erceive things in numbers, not effort

Ten Commandments for Getting Along with an AS

Thou shalt:

- have specific goals when dealing with me
- use logic and reason
- listen to what I have to say
- give me a job, leave me alone, and let me do it
- be complete and thorough
- be deliberate
- keep issues factual
- give me time to research projects for the best approach
- make certain I understand the purpose of the project
- don't expect an immediate response—I need time to think and research

How Do We Recognize . . .

The Dominant Abstract Sequential Customers:

Thorough

Do they insist on a full explanation?
Do they usually want more information than most?
Do they debate the options before making a decision?

Deliberate

Are they slow to make a decision?
Do they actually read the brochures you give them?
Do they usually shop around before deciding on you?

Based on the research of Anthony F. Gregorc, Ph.D. Terms used with permission.
Adapted by Cynthia Ulrich Tobias, M.Ed. Learning Styles Unlimited, Inc.
1911 SW Campus Drive, Suite 370, Federal Way, WA 98023 (206) 874-9141

CONCRETE RANDOM

hat People with Other Styles
dmire Most about the CR

sense of humor

multidimensional personality

creativity

intuition

independence

Negative Perceptions by People with Other Styles

uncompromising

not a team player

too many whys

stubborn

impulsive

:n Commandments for Getting Along with a CR

Thou Shalt:

have a sense of humor

keep me involved (we need responsibility and input)

tell me "what" not "how"

be open to change

int me in the right direction, then let me go

e flexible

l me what I did right, not what I did wrong

why do we need ten?

don't be threatened by enthusiasm

:now your limits—then push them

How Do We Recognize . . .

The Dominant Concrete Random Customers:

Creative

Do they want a lot of options?
Do they often look for unusual or less obvious solutions?
Do they seem drawn toward unique approaches?

Spontaneous

Do they usually make decisions quickly?
Are they easily inspired to try something new?
Do they seem impatient with minor details?

Based on the research of Anthony F. Gregorc, Ph.D. Terms used with permission.
Adapted by Cynthia Ulrich Tobias, M.Ed. Learning Styles Unlimited, Inc.
1911 SW Campus Drive, Suite 370, Federal Way, WA 98023 (206) 874-9141

ABSTRACT RANDOM

What People with Other Styles Admire Most

- spontaneity
- concern for others
- sociability
- adaptability
- ability to understand how others feel

Negative Perceptions by People with Other Styles

- unpredictable
- don't take a hard stand
- overly sensitive to cri[illegible]
- not aware of time limitations
- smooth over problems rather than solve them

Ten Commandments for Getting Along with ARs

Thou shalt:

- give me the opportunity to help others
- give me feedback (positive/negative)—where do I stand?
- not be so serious
- not nitpick
- remember, I will get things done—even if it's not your way
- not put me in the middle of a conflict
- allow me to be spontaneous
- show appreciation
- not mistake a happy exterior for lack of intelligence

How Do We Recognize . . .

The Dominant Abstract Random Customers:

Perceptive

Do they seem concerned about you personally?
Can they usually tell what mood you're in?
Do they often read more into what you say?

Cooperative

Do they want your personal opinion?
Do they ask what you would do if you were them?
Do they try to make things convenient for you?

Based on the research of Anthony F. Gregorc, Ph.D. Terms used with permission.
Adapted by Cynthia Ulrich Tobias, M.Ed. Learning Styles Unlimited, Inc.
1911 SW Campus Drive, Suite 370, Federal Way, WA 98023 (206) 874-9141

BEST COPY AVAILABLE

self-discovery

Dare you take the new personality test?

Don't be shocked if your next job interview includes a pop quiz. Like the CIA before it, businesses are using the Enneagram to figure out what makes people tick. You already know who you are, you say? This quiz may well surprise you

Maybe you've always thought of yourself as a shy, retiring type—someone others might not be drawn to at a party, for instance. But wouldn't it surprise you to learn that, in fact, people see you as a warm, approachable gal? Armed with that knowledge, wouldn't you walk into a roomful of strangers brimming with a new confidence?

The CIA thinks so. So do business executives and psychologists. That's why, for years, they've been relying on an ancient nine-pointed symbol called the Enneagram to find out exactly what makes people tick. The CIA, for example, might use it to find out the best way to negotiate with a particular world leader. A CEO can turn to the symbol to figure out whether or not a candidate is the right person for the job. A psychologist can use it to analyze her patients' behavior.

Although the origin of the Enneagram remains a mystery, the amazing insights it provides are indisputable. Noted psychiatrist Claudio Naranjo, who studied and began teaching the Enneagram in the 1970s in California, was the first to bring the ancient symbol to the forefront. Word of its accuracy quickly spread, and today interested folks are snapping up the more than 30 books available on the subject.

HOW IT WORKS

"The Enneagram divides people into nine personality types," explains Don Richard Riso, author of *Discovering Your Personality Type: The New Enneagram Questionnaire*.

"Once you determine your type, the Enneagram clues you in to fundamental character traits and important behavior patterns—characteristics you may never even have been aware of," says Riso. "It's like having a pair of special glasses that lets you see beneath the surface of yourself—and other people—with amazing clarity."

WHAT IT CAN DO

Knowing what the Enneagram says about who you really are—and how people perceive you—will give you the edge when it comes to nurturing current relationships, both personal and professional, and forming new ones. Think about it: When a prospective employer asks you to take the quiz, you'll be one step ahead!

TAKE THE QUIZ

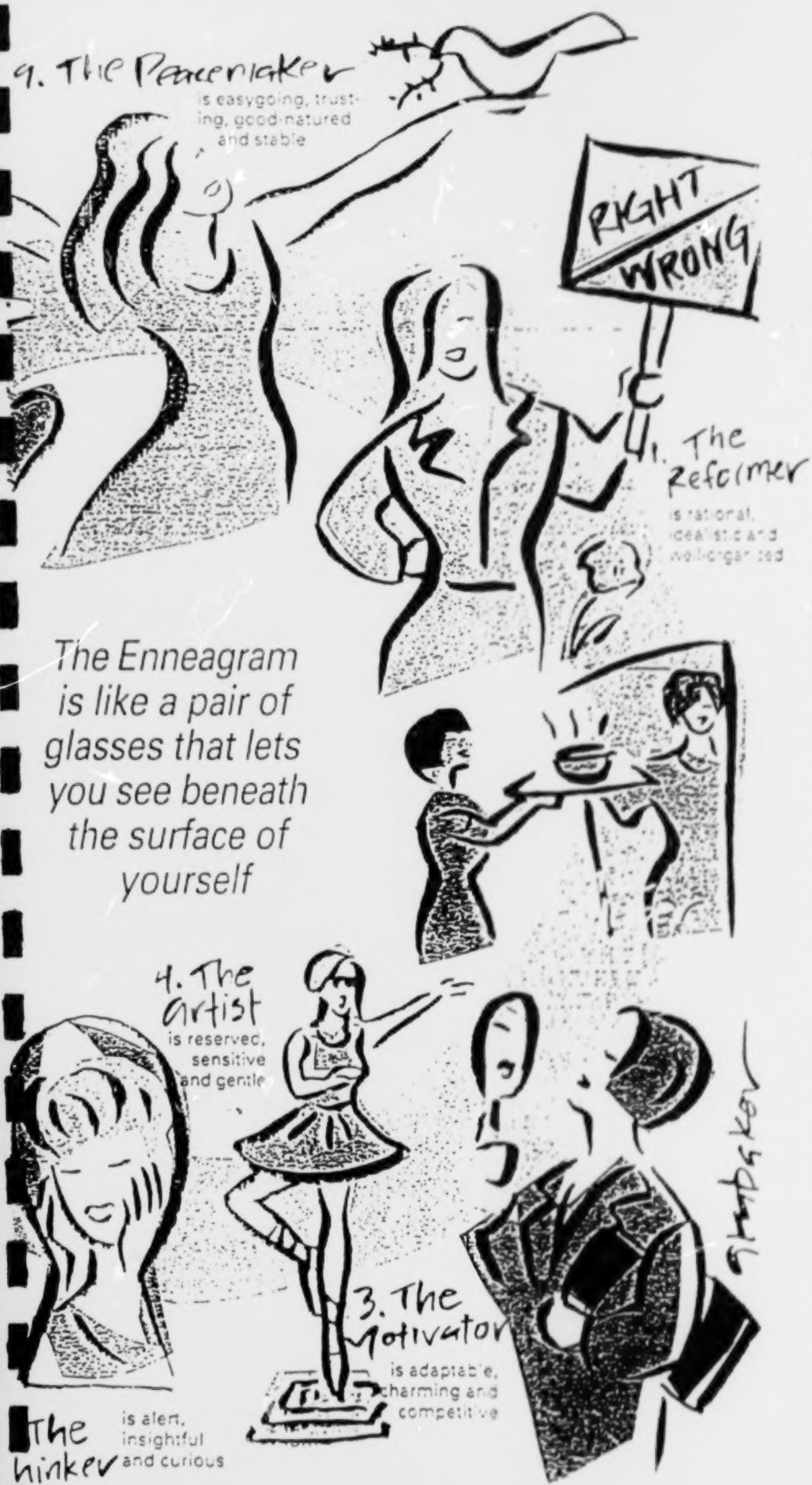
All that's left now is to take the quiz. For the most objective results, Riso suggests taking it with the person closest to you.

8. The Leader
is self-confident, strong, resourceful and aggressive

7. The Generalist
is productive, extroverted and optimistic

6. The Loyalist
is reliable, responsible and trustworthy

BEST COPY AVAILABLE



9. The Peacemaker
is easygoing, trusting, good-natured and stable

1. The Reformer
is rational, idealistic and well-organized

The Enneagram is like a pair of glasses that lets you see beneath the surface of yourself

4. The Artist
is reserved, sensitive and gentle

3. The Motivator
is adaptable, charming and competitive

The hinker
is alert, insightful and curious

Discover your personality type:

Circle the letter following the statement that best describes you.

1 I am typically romantic and imaginative . . . . E
I am typically pragmatic and down-to-earth . . . . B

2 I tend to tackle confrontations head-on. . . . . G
I tend to shy away from confrontations . . . . A

3 I am typically diplomatic, charming and ambitious . . . C
I am typically direct, formal and idealistic . . . . D

4 I tend to be focused and intense . . . . H
I tend to be spontaneous and fun-loving I

5 I am a hospitable person and enjoy welcoming new friends into my life . . . . F
I am a private person and don't usually mix with others. . E

6 Generally, I am very easily wound up. . . . . B
Generally, it's very difficult to wind me up . . . . A

7 I am more of a "street-smart" survivor . . . . G
I am more of a "high-minded" idealist . . . . D

8 I often feel the need to show a lot of affection to the people in my life. . . . . F
I usually prefer to keep to myself and maintain a certain distance from people . . . . H

9 When faced with a new experience, I ask myself how it will be useful to me C
When presented with a new experience, I usually ask myself if it will be enjoyable I

10 I have a tendency to focus too much on myself and my own needs . . . . E
I have a tendency to focus too much on others . . . . A

11 My friends, family and coworkers depend on my insight and knowledge . . . . H
My friends, family and co-workers depend on my strength and decisiveness . . . . G

BEST COPY AVAILABLE

self-discovery

12 I usually come across as being too insecure and unsure of myself . . . . B
I usually come across as being too cocky and sure of myself . . . . D

13 I am more relationship-oriented than I am goal-oriented . . . . F
I am more goal-oriented than I am relationship-oriented C

14 I often have trouble speaking up for myself . . . . E
I often say things others wished they had the courage to say I

15 It is difficult for me to stop considering alternatives and take definite action . . . . H
It is difficult for me to consider my options and be more flexible about choosing a plan . . . . D

16 I tend to hesitate and procrastinate . . . . B
I tend to be bold . . . . . . G

17 My reluctance to get involved gets me into trouble with people . . A
My need to have people depend on me gets me into trouble with them . . . . F

18 Usually, I can put my feelings aside in the interest of getting the job done C
Usually, I need to work through my feelings before I can act. . . . . E

19 Generally, I am methodical, careful and cautious . . . . B
Generally, I am bold, adventurous and enjoy taking risks I

20 I tend to be a supportive, giving person who enjoys the company of others . . . . F
I tend to be a serious, reserved person who likes discussing issues . . . . . . D

So which type are you?

SCORING

Add up the number of times that you have circled each different letter and write the totals on the lines below. Now locate your highest score and trace directly downward with your finger to find the number it corresponds to (directly below). That number relates to your personality type. If you have a tie, read all of the descriptions. One should stand out as being closest to you.

COLUMNS	A	B	C	D	E	F	G	H	I
Number of circles									
PERSONALITY TYPE	9	6	3	1	4	2	8	5	7

1 The reformer

The rational, idealistic type. Your strong sense of right and wrong prompts you to strive to improve things—for yourself and others.
HOW YOU SEE YOURSELF: As a die-hard advocate for the less fortunate and a teacher of others.
HOW OTHERS SEE YOU: Most agree you're wise, insightful and realistic. The people you help may even see you as a hero.

2 The helper

The caring, nurturing type. You're genuinely concerned with other people's happiness and well-being. In fact, your empathic nature may lead you to put others' needs before your own.
HOW YOU SEE YOURSELF: Friendly, warmhearted, sincere, sentimental. A real "people person."
HOW OTHERS SEE YOU: Unselfish and altruistic, you're someone they can count on in the clutch.

3 The motivator

The adaptable, success-oriented type. You're self-assured and charming, you can roll with life's punches.
HOW YOU SEE YOURSELF: Ambitious, even competitive, you've got the energy to get the job done.
HOW OTHERS SEE YOU: You're exactly how you seem: an inspiring role model and a worthy adversary.

4 The artist

The intuitive, reserved type. You're sensitive, introspective and gentle—a real individual.
HOW YOU SEE YOURSELF: You know you're a dreamer, you tend to dwell in a fantasy world. You pride yourself on your independence and sense of style.
HOW OTHERS SEE YOU: Inspired, highly creative and expressive, you march to the beat of your own drummer.

5 The thinker

The perceptive type. Alert, insightful and curious, you understand complex ideas and are interested in the world around you.
HOW YOU SEE YOURSELF: As a real pioneer, you recognize your ability to see the world in a completely new way—and you want to share your visions with others.
HOW OTHERS SEE YOU: Innovative and independent—if a bit preoccupied with your own thoughts.

6 The loyalist

The security-oriented and committed type. Endearing and likeable, but can also be suspicious of others.
HOW YOU SEE YOURSELF: Reliable and responsible—but indecisive. You're so quick to see all sides you have trouble making decisions.
HOW OTHERS SEE YOU: Open-minded and trustworthy, someone they can talk to about absolutely anything.

7 The generalist

The enthusiastic, productive type. You love a new challenge and you're usually good at whatever you try.
HOW YOU SEE YOURSELF: An optimist who expects the best from herself and from others.
HOW OTHERS SEE YOU: A real extrovert, you're a good team player.

8 The leader

The powerful, aggressive type. Self-confident and assertive, you're at your best when you're in charge.
HOW YOU SEE YOURSELF: Decisive and resourceful, you use your talents to help and protect others.
HOW OTHERS SEE YOU: Strong and powerful, you're someone others look up to. However, when you're focused on a goal, you can be stubborn about getting your way.

9 The peacemaker

The easygoing, accommodating type. Accepting, trusting and supportive of others, you're able to bring people together and heal conflicts.
HOW YOU SEE YOURSELF: Good-natured; you don't like tension.
HOW OTHERS SEE YOU: A rational mediator who's always willing to listen to another point of view.

Illustration: Gayle Kabaker, from the book Discovering Your Personality Type by Don Richard Riso. Published by Houghton Mifflin Company, Boston. Copyright © 1992 by Don Richard Riso. Reprinted by permission.

BEST COPY AVAILABLE

Personality Profile

INSTRUCTIONS

First, review the list of personal attributes below with yourself in mind. Not just the you that all of us know about, but also the one that you alone know about. Draw a line through all of the attributes that you feel are *not* really you, that you don't identify with. If you are on the fence about it, leave it in.

Then, go over the list again, and this time circle each term that describes an attribute clearly representing a facet of your persona.

Next, in the space provided, write in any basic personal characteristics that aren't on our list but that you feel describe you at least as well.

Willing
Able
Thorough
Precise
Careful
Energetic
Honest
Hard-working
Dedicated
Insightful
Assertive
Sensitive
Supportive
Able to produce results
Trustworthy
Intent
Masterful
Communicative
Helpful
Easygoing
Strong

Perceptive
Imaginative
Creative
Fast
Diligent
Intelligent
Intuitive
Determined
Forthright
Tenacious
Responsible
Persistent
Incisive
Warm
Friendly
Humorous
Intellectual
Analytic
Persuasive
Organized
Flexible

List any other attributes we didn't think of that apply to you:

Finally, select four of the personal attributes you circled—the most powerful four from your point of view—and list them in the space provided.

Name ______________________ Grade ______ School Year ______

Discovering Yourself—Activity One

Personal Qualities

In the boxes write comments that pertain to your personal qualities or traits.

If you completed this form, or a similar form, last year, comment on the changes you've undergone in a year.

Self-esteem	Responsibility

Reliability	Sociability

Honesty	Punctuality

Maturity	Cooperation

Personal qualities can change over time. A self-assessment of personal qualities each year may reveal your growth and development over the years.

BEST COPY AVAILABLE

©Curriculum Associates, Inc.

Name ______________________________ Grade ______ School Year ______

Discovering Yourself—Activity Two

Positive Qualities

Respond to the statements below first to identify the qualities you admire in others, and then to assess the positive qualities you possess that will serve you well in the workplace.

If you completed this form or a similar form, last year, comment on the changes you've undergone in a year.

Qualities I admire in others—friends, parents, other adults

Qualities that leaders possess

Qualities that are important in an effective job holder

Qualities I possess that are revealed by how I spend my leisure time

Qualities I possess that will help me succeed in my career choice

Qualities I need to work on

©Curriculum Associates, Inc.

BEST COPY AVAILABLE

Discovering Yourself—Activity Three

How You View Yourself and How Others View You

Complete the statements below to assess how you view yourself and how you think others view you.

I view myself as a person who

I think my parents view me as

I think my family members, including brothers and sisters, view me as

I think my teachers view me as

I think my friends view me as

©Curriculum Associates, Inc.

INFORMATION ON WHO I AM

Who I Am Checklist

As stated earlier, people change their career directions more than once in a lifetime. *Creating Your Life's Work Portfolio* provides a structure for you to explore and learn the steps of career planning. Each time you or your situation changes, you can follow these steps.

Experts have identified skills that people need to be effective career planners. This section provides an opportunity to develop self-knowledge skills. Check now to see how you've done.

Who I Am Checklist

Put a check mark next to the items on the checklist that apply to you.

The following attributes indicate that I am developing competencies for greater self-knowledge:

_____ I can describe what is important in my life.

_____ I can identify how I prefer to learn new things.

_____ I can identify my personality traits and interests.

_____ I can describe my strategies to manage risk, time, and wellness.

_____ I can show positive skills in dealing with stress.

_____ I understand the importance of documenting my learning.

_____ I can describe my personal qualities.

_____ I can show an understanding of myself.

_____ I can tell how my personal and work roles change in time.

_____ I can tell how my gender and culture affect my career decisions.

_____ I can describe the effects of my childhood/ family/relationship decisions on my career decisions

Copyright © 1998 · JIST Works, Inc. · Indianapolis, IN 46202 · (317) 264-3720

BEST COPY AVAILABLE

WORKSHEET 8: ONE DAY LEFT

Pretend that you have only one day left to live. You must make out your will. You must also decide what to put on your tombstone. Below is a tombstone. Fill in what you want people to remember you by:

Here lies: ______________________________

Who was __________ years old. My closest friend once said I was:

____

My favorite teacher once said I was: ______________________________

____

The funniest thing about me is my: ______________________________

____

If I had lived longer, I always wanted to be a: ______________________________

I am most proud of my ability to: ______________________________

____

Most people don't know that I am pretty good at: ______________________________

____

My favorite saying or motto is: ______________________________

____

My advice to those of you still living is: ______________________________

____

WHAT'S IMPORTANT TO ME?

Decide how important each item is to you.

Use this scale to rate each: 0 - No importance
3 - Little importance
5 - No opinion
7 - Moderate importance
10 - Great importance

1. How important is it to you to:

   A. Have a lot of money..................................
   B. Have a lot of thrills......................
   C. Be a little different from others..........
   D. Tell people what to do.....................
   E. Help old people............................
   F. Get your name in the newspaper.............
   G. Watch a beautiful sunrise..................

2. How important is it to you to:

   A. Go shopping at the store of your choice....
   B. Be where there is a lot happening..........
   C. Do creative things.........................
   D. Be a leader................................
   E. Help people feel welcome...................
   F. Have people say nice things about you......
   G. Visit an art museum........................

3. How important is it to you to:

   A. Buy nice things............................
   B. Do things that others are afraid of........
   C. Decorate your home.........................
   D. Run things the way you want................
   E. Make people happy..........................
   F. Have people notice you.....................
   G. Work in a nice place.......................

4. How important is it to you to:

   A. Have a nice bank account...................
   B. Drive at a high rate of speed..............

C. Tell others how you feel.........................____
D. Control people...................................____
E. Solve people's problems..........................____
F. Have people do things for you....................____
G. Listen to music..................................____

5. How important is it to you to:

A. Know the cost of things..........................____
B. See exciting shows...............................____
C. Make things......................................____
D. Be in charge.....................................____
E. Help people get along............................____
F. Learn about important people.....................____
G. Live in a beautiful home.........................____

6. How important is it to you to:

A. Have friends with money..........................____
B. Live a life full of excitement...................____
C. Discover new ways to do things...................____
D. Lead a group.....................................____
E. Help people in trouble...........................____
F. Collect pictures of important people.............____
G. See beautiful places.............................____

7. How important is it to you to:

A. Get rich quick...................................____
B. Have an action-packed job........................____
C. Do artistic work.................................____
D. Hire and fire people.............................____
E. Help poor people get enough to eat...............____
F. See your name in lights..........................____
G. Have pleasing colors around you..................____

What's Important To You
Scoring Guide

Add up the totals of each letter.

A: Security

B. Adventure

C. Creativity

D. Power

E. Social Welfare

F. Notoriety

G. Aesthetics

PERSONAL VALUES

This exercise identifies a number of personal values. The words describe possible characteristics of an individual. Identify the values that are important to you by using the following ratings:

1. Very important to me.
2. Somewhat important to me.
3. Not important to me.

_____ Ambitious (hard-working, aspiring)

_____ Capable (competent, effective)

_____ Cheerful (joyful, pleasant)

_____ Clean (neat, tidy)

_____ Efficient (productive, skillful)

_____ Forgiving (willing to pardon others)

_____ Helpful (working for the welfare of others)

_____ Honest (sincere, truthful)

_____ Imaginative (creative, bold)

_____ Independent (self-reliant, self-sufficient)

_____ Logical (rational, thinking)

_____ Loving (affectionate, gentle)

_____ Obedient (dutiful, respectful)

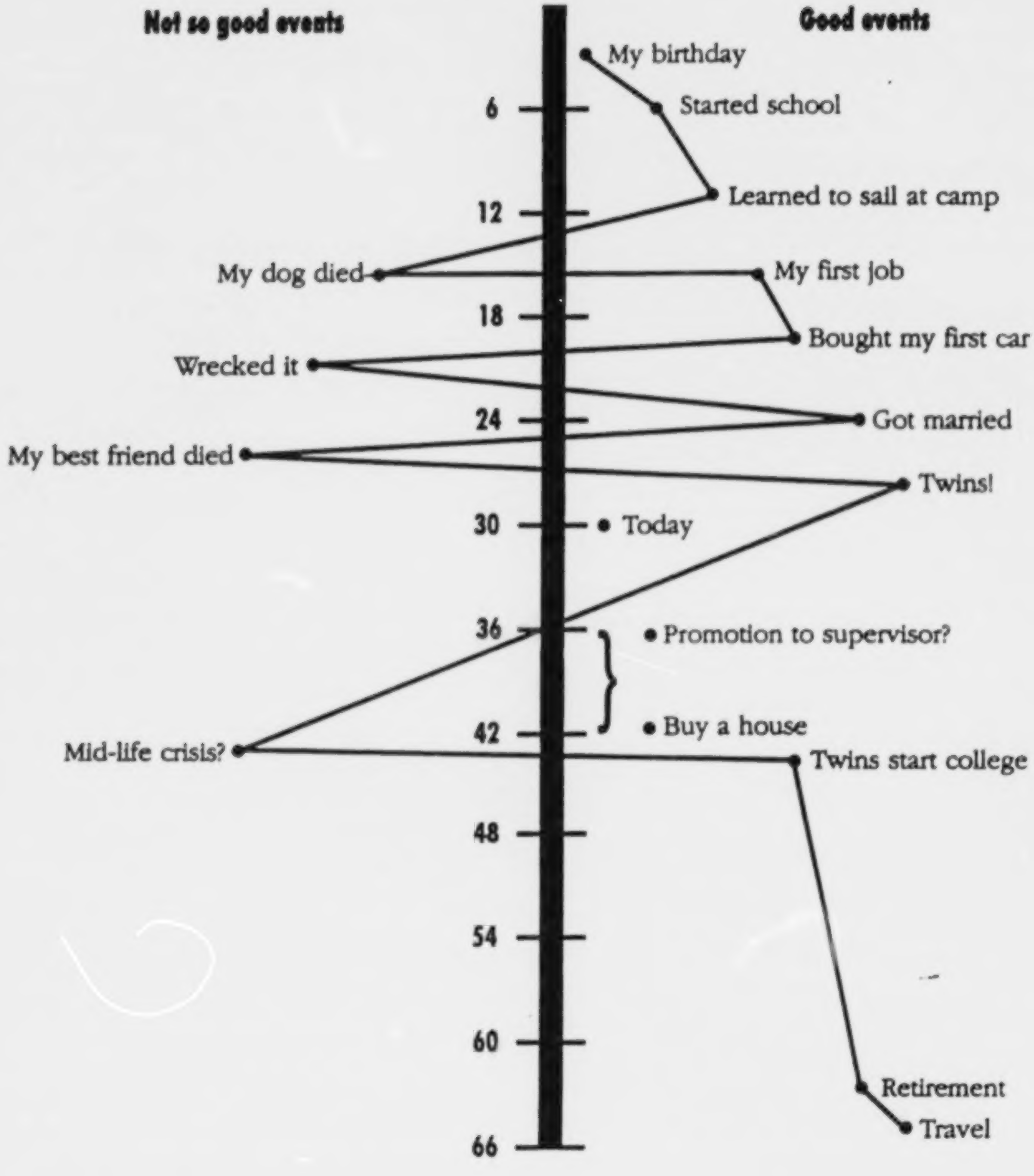
_____ Polite (courteous, well-mannered)

_____ Self-Controlled (restrained, self-disciplined)

_____ Talented (gifted)

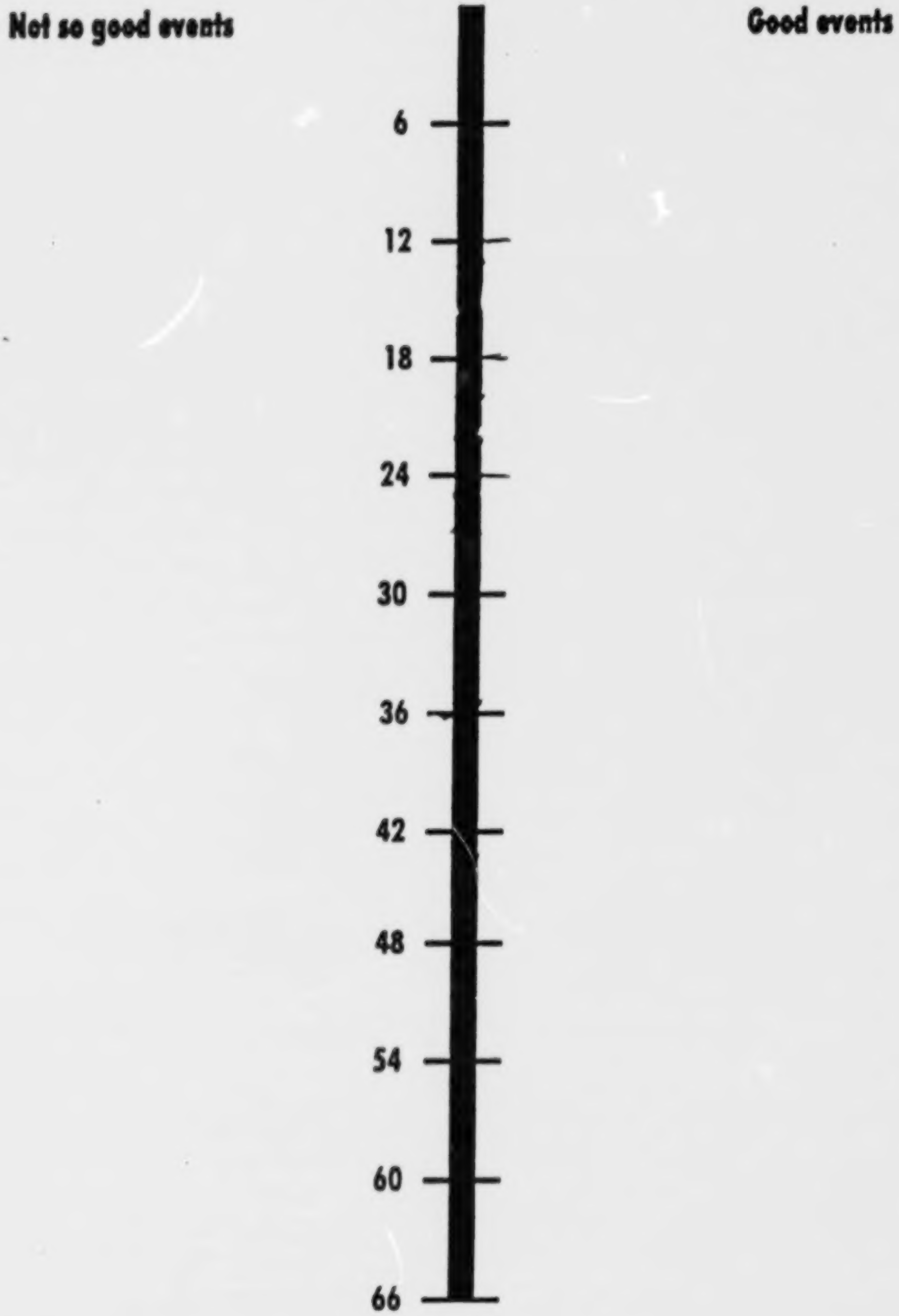
Take time to reflect on the personal values marked "1." Connect these values to your experiences of daily living. Describe a recent situation in which you displayed or witnessed that value.

Sample Lifeline


Not so good events
Good events
My birthday
6
Started school
12
Learned to sail at camp
My dog died
My first job
18
Bought my first car
Wrecked it
24
Got married
My best friend died
Twins!
30
Today
36
Promotion to supervisor?
42
Buy a house
Mid-life crisis?
Twins start college
48
54
60
Retirement
66
Travel

Copyright © 1995 • JIST Works, Inc. • Indianapolis, IN 46202 • (317) 264-3720

Sample Lifeline


Not so good events
Good events
6
12
18
24
30
36
42
48
54
60
66

The Value of Difference

Every person is unique. You will work with many people who are different from you. It is important for you to realize that differences are good. You should appreciate that all people are not like you. On a team, the strengths of one worker can overcome the weaknesses of another. The balance created by such variety makes a team stronger. There are three basic ways that people differ from one another. They differ in values, temperament, and individual diversity (gender, ethnicity, age, etc.).

Values

One major difference among workers is personal values. Values are the importance that we give to ideas, things, or people. The development of our values is influenced by parents, friends, teachers, religious and political leaders, significant events in our lives, and our community. While our values may be quite different, organizational behavior expert Stephen Robbins suggests that people fall into one of three general categories.[2]

1. **Traditionalist.** People in this category value:
   - Hard work
   - Doing things the way they've always been done
   - Loyalty to the organization
   - The authority of leaders
2. **Humanist.** People in this category value:
   - Quality of life
   - Autonomy (self-direction)
   - Loyalty to self
   - Leaders who are attentive to worker's needs
3. **Pragmatist.** People in this category value:
   - Success
   - Achievement
   - Loyalty to career
   - Leaders who reward people for hard work

What category do you fit into? Look over the values in each of the three categories. Circle those items that you value the most. Note which category has the most items circled.

1. Now, write down the category that you think best describes you personally. Explain your reasons.

____

____

____

____

____

©1992, JIST Works, Inc. • Indianapolis, Indiana

Effective Work Teams Blend Values

An effective work team is made up of people who have values in each category. At times the team needs the traditionalist to make sure that it does what is best for the organization. At other times, the team needs the humanist who stresses the need to balance life and work. There are also times that the team needs the pragmatist, who will strive to advance the team, because it also advances personal achievement. Each person's values are important to the team.

You may not fit neatly into just one category — many people don't. However, it helps us better understand and appreciate the differences with other people when we think about what category they might fall into. It is important to realize that you can't think in terms of right or wrong, good or bad, when you talk about value differences. Each set of values is sometimes positive and sometimes negative. Appreciate the differences and learn to be tolerant of people who hold a different set of values.

Temperaments

Your temperament is the distinctive way you think, feel, and react to the world. Everyone has their own individual temperament. However, experts have found it is easier to understand the differences in temperament by classifying people into four categories. There are many ways management specialists assess temperaments. One of the most famous is the Myers-Briggs Temperament Indicator. David Keirsey has adapted the Myers-Briggs and used it to identify four categories of temperament.[3] (I use Keirsey's description of the categories, but assigned different names to each category.)

1. **Optimist.** People with this temperament:
   - Must be free and not tied down
   - Are impulsive
   - Enjoy the immediate
   - Enjoy action for action's sake
   - Like working with things
   - Like to try new things
   - Can survive major setbacks
   - Are generous
   - Are cheerful
2. **Realist.** People with this temperament:
   - Like to belong to groups
   - Feel obligations strongly
   - Have a strong work ethic
   - Need order
   - Are realistic
   - Find tradition to be important
   - Are willing to do a job when asked
   - Are serious
   - Are committed to society's standards
3. **Pragmatist.** People with this temperament:
   - Like to control things
   - Want to be highly competent
   - Are the most self-critical of all temperaments
   - Strive for excellence
   - Judge people on their merits
   - Cause people to feel they don't measure up
   - Live for their work
   - Are highly creative
   - Tend to focus on the future

©1992, JIST Works, Inc. • Indianapolis, Indiana

4. **Idealist.** People with this temperament:
   - Are constantly in search of their "self"
   - Want to know the meaning of things
   - Value integrity
   - Write fluently
   - Are romantics
   - Have difficulty placing limits on work
   - Are highly personable
   - Appreciate people
   - Get along well with all temperaments

What kind of temperament do you have? Go through the descriptions above and circle the items in each style that apply to you. The category where you circle the most items is probably your temperament style.

1. Write down your temperament style.

____

____

How to Deal with Differences

There is no temperament style that is better than another. In fact, a team that includes people of all temperaments will be stronger. People with different temperament styles often find one another difficult to deal with because of their different approaches to life. When differences arise between yourself and a person of a different temperament, do the following things:

- Look for the positive contributions that person makes to the team.
- Identify the characteristics of your temperament that conflict with the other person's temperament.
- Talk with the person and explain what temperament characteristics seem to cause conflict between you.
- Ask the other person to describe which of your characteristics upsets them most.
- Develop a plan of how you can work together without conflict. Often just acknowledging the differences and being willing to discuss them will reduce the conflict.

©1992, JIST Works, Inc. • Indianapolis, Indiana

My Wellness Strategies

Take a few minutes to think about your health, how you handle stress, and what you do to cope. Fill in your thoughts on the topics listed below.

Physical Health

My current physical health situation: ______________________________

____

Concerns about my physical health: ______________________________

____

____

Things I could do to help: ______________________________

____

____

Mental/Emotional Health

My current mental/emotional health situation: ______________________________

____

Concerns about my emotional health: ______________________________

____

____

Things I could do to help: ______________________________

____

Support Network

People I can talk to when I need to make a decision: ______________________________

____

____

____

Stress Management

I feel stressed by: ______________________________

____

Negative ways I deal with stress: ______________________________

____

____

Positive ways I deal with stress: ______________________________

____

____

Copyright © 1996 · JIST Works, Inc. · Indianapolis, IN 46202 · (317) 264-3720

BEST COPY AVAILABLE

When you start looking for a job, look for one that has many things you like to do and very few things (if any) you don't like to do.

SETTING CAREER GOALS FOR YOURSELF

Before you take a trip, you usually look at a map to find the best way to get where you want to go. When you start looking for a job, you need a "map" to give you the best route to finding one. In this case, however, you have to make your own map. You may need to research different jobs, as shown in Illustration 2-7.

Illustration 2-7

Writing Your Career Goals

First, you must decide what your goals are. A **goal** is an end toward which efforts are directed. You need goals to have a sense of direction and purpose in life. You start by asking yourself, "What do I want out of life?" and "What is important to me?" The answers to these questions are your goals. Each goal has two parts. The first part is what you want. The second part is the time it will take you to reach your goal.

Short-Term Goals

A **short-term goal** is one that is set to happen in the next few days or weeks. Short-term goals are usually reached within six months or less. An example of a short-term goal may be to read a book this week.

Intermediate Goals

An **intermediate goal** is one that is set to happen in the next few months or within a couple of years. An example of an intermediate goal is to complete the General Equivalency Degree (GED) or to learn to type. Another example is that you plan to move into a larger apartment. All of these goals would take several months or even a year to complete.

Long-Term Goals

A **long-term goal** is one that is set to happen in five to ten years or longer. You will need to have several short-term goals to support your long-term goals. Think of your short-term goals as the legs of a stool. You need all the legs to support the seat, or you'll fall if you sit down. Likewise, you need short-term goals to support your long-term goal.

Stating Your Goals

Written goals are easier to remember. If they are to have a meaning in your life, you should work on your goals *every* day. Picture yourself reaching each goal.

When you start thinking about your goals and how you will write them, keep the following guidelines in mind:

1. *Be realistic.* Make sure the goal you set is something you will be able to do. You might need to learn new skills in order to meet a goal. Training can be part of the goal. If your goal is to become a sales clerk, for example, you will need to learn how to operate a cash register. Once you have that skill, you can get a job as a sales clerk. On the other hand, a goal to read *every* book in the city's library is hard to accomplish.
2. *Be honest with yourself.* Identify those things you really want to do, not just those things you think you *should* do. If you set a goal just because someone tells you that you should, you will probably have trouble reaching this goal. Remember: *Your* goal should be something *you* want to do!
3. *Be specific.* Say exactly what you plan to achieve in as few words as possible. For example, one of your goals may be: "To get a job in sales by the end of the year." This goal is *realistic*, *honest*, and *specific*.

UNIT 6

SETTING YOUR GOALS

WHAT YOU WILL LEARN

When you finish this unit, you will be able to:

- Make a list of the points of good goal writing.
- Write short-, medium-, and long-range goals for your career.
- Identify the points which will help you stay with the goals you have written.

IMPORTANCE OF GOALS

A **goal** is an aim that you are willing to make an effort to reach.

A **goal** is an aim that you are willing to make an effort to reach. A goal is something worth working for. You probably have had goals you worked hard to reach. Perhaps the goal was losing weight or saving more money. People who have goals or who develop the practice of setting goals for themselves and then working toward those goals have a head start toward success. A target archer walks to the line, draws his or her bow, and aims at the center of the target. The archer knows exactly what the goal is—hit the bull's-eye in the target.

In order to have a successful career, you need to aim toward goals. Just as the archer knows what he or she is aiming for in Illustration 6-1 on page 82, you must know what you are aiming for. The archer might say—ready, aim, and fire. You are *ready* to start your career planning. You are now going to set a goal or *aim*. Finally, you are going to *fire* up, get busy, and work toward that goal. Too many people make the error in career planning of using the approach of ready, fire, and aim. Don't let yourself be caught in the trap of being ready for a career, firing into one, and then trying to figure out later where you are aiming. This is not the approach you want to take to career planning.

Illustration 6-1

Aim at your career as the archer aims at the target.

Planning Your Goals

There are no shortcuts to success. There are no substitutes for planning if you want a happy and satisfying career. Having a plan does not guarantee success, but planning by setting goals greatly improves your chances.

Goals are the steps you must take to get from where you are to where you want to be. In past units, you have taken a look at your wants and needs, studied the job clusters, and reviewed what you want in a job. Now it's time to make a plan to get that job and develop it into a career. The plan is often called a strategy. A **strategy** is a plan of action to reach your goals. The first step in the strategy is to write your goals.

A **strategy** is a plan of action to reach your goals.

Goal Writing

The most common reason that people don't reach their goals is because they never set them. Having your goals in your mind is

BEST COPY AVAILABLE

not enough. Your goals must be in writing. If your goals are in writing, you can refer to them, you can review them, and you can stay on track because of them. Put your goals in a place where you see them each day. You could attach them to a calendar, tape them to a mirror, stick them on the refrigerator, or place them in a handy notebook. The act of writing your goals increases your sense of commitment.

Be Specific

To be meaningful, your planning goals must be specific. The more specific your goals, the easier it will be for you to plan strategies to reach those goals. For example, perhaps you think you would like a career driving a truck. Truck driving is your goal. The goal of—I want to drive a truck—is not specific enough. Be specific. The goal might be—I want a steady job driving a semi-trailer truck across the country for a large, well-established trucking company. Having specific goals makes it easier to figure out your strategy for success. The more specific your goals, the faster you will progress to your final career goal.

CHECKPOINT 6-1

YOUR GOAL: Write at least 3 specific goals.

Rewrite the general career goals on the left below into more specific goals in the space provided at the right. The first one is completed as an example.

General Goals	Specific Goals
• I want to work in a health occupation.	• **I want to work as a surgical nurse in a large community hospital.**
1. I want to work with people.	1.
2. I want to work in the computer area.	2.
3. I want to work in sales.	3.

4. I want to work with children.	4. ________________________________ ________________________________
5. I want to work in something having to do with clothes.	5. ________________________________ ________________________________

☞ ***Check your work. Record your score.***

Be Realistic

Your goals also must be realistic. Not everyone can be a surgeon, a professional football player, or the owner of a major corporation. If you are 5'2" and weigh 103 pounds, you will probably never play football for the San Francisco 49'ers. If you did not do well in science in school and the sight of blood makes you sick, chances are you will not be a surgeon. You need to look closely at your interests, aptitudes, and abilities as you set realistic planning career goals.

Be Honest

Your goals should be things you really want to do. Goals are set to help you reach a career goal. Do not put down things you think you should do. If you put down a goal just because you think it would impress others or because someone else suggested it, you will have trouble meeting that goal. This is your task. Be sure it is honestly a task you want to meet. Remember, all of the goals you write should be specific, realistic, and honest.

Long-Range Goals

Your long-range goals are to be specific and realistic. You may have only one or possibly several long-range career goals. These long-range goals are what you want your career to be. They are not goals which you can aim to meet tomorrow, next week, or even next year. Think big, think long term! You are setting lifetime career goals.

Before you write down your long-range career goals, do some daydreaming. Dreaming is an important activity as you move toward thinking about your career goals. Close your eyes and see yourself accomplishing your goal. See yourself in front of a small shop which you own, as the manager of a supermarket, or as a happy factory worker earning a good wage. Daydreaming can help you think far into the future. Daydreaming is a good activity only when you connect it with goals and hard work. It is up to you to give those daydreams direction through your goals.

Can your long-range goals change? Yes. Sometimes goals change because of circumstances. You may have to change a goal because of poor health or a family situation. You may move far beyond your expectations and exceed your goals. If this happens, you need to set new lifetime goals. As you grow older, your priorities may change. Checkpoint 6-2 gives you the opportunity to write out your long-range career goals. Do a little daydreaming and take a giant step toward beginning a successful career.

CHECKPOINT 6-2

YOUR GOAL: Write at least one long-range career goal.

Write your long-range career goal or goals in the space provided. An example is given.

- **I want to work as a journeyman plumber for a small company in the Rocky Mountains.**

I, ______________, have set as my long-range career goal(s) the following:

____

____

____

____

____

☞ ***Check your work. Record your score.***

Short- and Medium-Range Goals

You will need to set short-and medium-range goals as stepping stones to meet your long-range goals. Setting short- and medium-range goals is the second step in your strategy to make your career plans happen. These goals help keep you on the right track. For example, take a look at Illustration 6-2 on page 86. If your long-range goal is to be a nurse in a large community hospital, your short-range goal might be to get some experience in a hospital as a volunteer. A medium-range goal would be to get the education required of a nurse. Another medium-range goal might be to get some experience in a small community hospital. If someone offers you a high-paying job in a field other than nursing while you are working on your education, your medium-range goal of getting the required education may keep you on track. Or, if you take a look at the other job opportunity outside nursing and determine you would rather work in that field, you may want to change your long-range goal.

Illustration 6-2
Short-, medium-, and long range goals.

The stepping stones of short- and medium-range goals can also keep you from wasting years of training and hard work. For example, your long-range goal may be to become an accountant with a large corporation. A short-range goal is to work a summer as an accounting clerk in order to gain experience. By accomplishing the short-range goal of doing some summer work as a clerk, you find out some interesting information. You do not enjoy working with figures eight hours at a time. You miss being outdoors. You don't like being confined to an office. By completing this short-range goal, you have learned that your long-range career goal needs to be revised. This short-range goal may have prevented you from wasting many years of hard work and training toward a career in which you would not be happy.

Your short- and medium-range goals should be specific, realistic, and honest. Short-range and medium-range goals should also have a time specified to reach the goal. This time line will help you keep on target. It is too easy to keep putting off the goal. Usually your short-term goals are things you want to do now or in the near future. Short-term goals are usually reached within six months or less. An example of a short-term goal may be to visit with three people working in an occupation you think you would

BEST COPY AVAILABLE

enjoy. Your goal might be: I will visit with three people working in the carpentry field by the end of the month. (Put in the name of the specific month and the year at the end of this short-term goal.) A medium-range goal may be to enroll and complete a one-semester carpentry course at the community college by the end of the year. (Put in the number of the year at the end of this medium-range goal.)

CHECKPOINT 6-3

YOUR GOAL: Write at least one medium-range and one short-range goal.

Write two medium-range goals and two-short range goals in the space provided below. These goals should be stepping stones to the long-range goal(s) you wrote in Checkpoint 6-2. An example is given.

- Medium-range goal - **Complete the apprenticeship required to be a journeyman plumber.**
- Short-range goal - **Visit with a journeyman plumber to get information about the steps to become a journeyman plumber.**

1. Medium-range goal ______________________________
2. Medium-range goal ______________________________
3. Short-range goal ______________________________
4. Short-range goal ______________________________

☞ *Check your work. Record your score.*

APTITUDES

You may work hard to improve your math skills but find math very difficult. Your aptitude plays a part in building your skills. An **aptitude** is a natural talent or ability.

Aptitude is a natural talent or ability.

Having an aptitude makes learning how to do something much easier. You may not have an aptitude for working with figures, percentages, or the other parts of math. In other words, math doesn't come easy for you. You may want to think strongly about considering an occupation where your aptitude is stronger. Perhaps you have a stronger aptitude for speaking. Look for an occupation where your aptitude is good.

Aptitudes Are Important To Employers

Employers hire people because they have tasks that need to be done. Employers look for signs that job seekers have aptitudes for learning how to do those tasks. The training of employees is costly. Employers want to match a job applicant's aptitudes with the tasks that must be done. For example, a child-care employer would be looking for people who had an aptitude for working with children.

CHECKPOINT 2-3

YOUR GOAL: Get 3 or more answers correct.

Match the aptitudes in the left column with the occupations in the right column in the space provided. The first one is completed as an example.

		Aptitudes	**Occupation(s)**
●	F	Working with children	A. Bookkeeper
1.	________	Working with animals	B. Marriage counselor
2.	________	Working with numbers	C. News reporter
3.	________	Working with words	D. Assembly line worker
4.	________	Listening to others	E. Animal shelter worker
5.	________	Working with hands	F. Teacher, child-care worker

☞ ***Check your work. Record your score.***

BEST COPY AVAILABLE

What Are Your Aptitudes?

You may already know a lot about your own aptitudes. You learn about your aptitudes by listening to others. Your friends or neighbors may say, "You'd make a good lawyer because you argue so well." Or, "You should get a job as a telephone receptionist because you are so pleasant." In saying these things, your friends or neighbors are talking about your aptitudes. Listen to those around you, they will help you identify your aptitudes for learning job-related skills.

In Unit 1 you looked at the things you enjoy doing and the things you dislike doing. You probably will discover that you are interested in doing the things for which you show an aptitude. For example, if you have an aptitude for writing, there is a good chance you will enjoy a job in which you will have the opportunity to write. However, you may not always enjoy doing the things you do well. Just because you can do a good job cleaning a house does not mean that the activity brings you great satisfaction. Thinking about the things you enjoy doing is a good way to find your aptitudes.

Aptitude Tests

Aptitude tests measure your ability to learn something.

Aptitude tests measure your ability to learn something. Aptitude tests help people discover which occupations match the skills they can develop easily. These tests may be given by career counselors or employers to evaluate your aptitudes. One aptitude test is called the General Aptitude Test Battery (GATB); it is used by many state employment agencies. You may want to try to arrange to take this test. This aptitude test measures your ability to work with numbers and words; your ability to work with your fingers, hands, arms, and legs; your ability to distinguish between different shapes and forms and see relationships between objects; your hand/eye coordination; and your ability to perform clerical tests. There are of course many similar tests.

Aptitude tests should not be feared. These tests provide you and prospective employers with good information about the types of jobs in which you will find success. Finding out what aptitudes you have and which ones you can easily develop will put you on the path toward a successful, rewarding occupation.

SPECIFIC QUALIFICATIONS

The resources you check for job qualifications will provide you with a list of the basic skills important in a job. A resource, such

WHAT DO EMPLOYERS EXPECT OF ME AS AN EMPLOYEE?

- THEY EXPECT ME TO:

- COME TO WORK EVERYDAY...ON TIME
- MAKE SMART DECISIONS
- FOLLOW DIRECTIONS
- CONCENTRATE ON MY WORK AND CARE ABOUT THE QUALITY OF MY WORK
- READ, WRITE, AND CALCULATE WELL
- RECOGNIZE PROBLEMS AND FIND SOLUTIONS
- FINISH A JOB WHEN I'M SUPPOSED TO WITHOUT SACRIFICING QUALITY
- BE HONEST AND DEPENDABLE
- TAKE THE LEAD AND WORK HARD
- COMMUNICATE WELL AND GET ALONG WITH OTHER PEOPLE...ESPECIALLY CUSTOMERS
- DRESS PROPERLY AND PRACTICE GOOD GROOMING
- BE COOPERATIVE
- HAVE A POSITIVE ATTITUDE

EMPLOYER'S EXPECTATION #1

Do You Look Like The Right Person For The Job?

APPEARANCE

Employer's Yardstick	Ways To Measure Up
• THE WAY YOU LOOK dress one step above what you would wear to work	• Dress • Grooming • Hygiene
• THE WAY YOU BEHAVE handshakes, eye-contact, posture, opening/closing the interview	• Courteous • Sincere • Confident • Enthusiastic • Mature
• THE WAY YOU WRITE DATA TRAKT, applications JIST card, resume & cover letters, thank you notes	• Neat • Complete • Accurate • Informative • Concise
• THE WAY YOU SPEAK information interviews, phone contacts, interview answers, questions to ask	• Organized • Thoughtful • Honest • Prepared • Talk Results

YOUR FIRST IMPRESSION MAY BE YOUR LAST CHANCE!!

BEST COPY AVAILABLE

EMPLOYER'S EXPECTATION #2

Can You Be Counted On To Do The Job . . . With Quality?

Employer's Yardstick

- Attendance & Punctuality.

  Examples Come From:

  being where you're supposed to be when you're supposed to be there

  getting work done on time

- Reliability. . .

  doing more than "just your job"

  doing whatever's needed to get the work done...correctly

DEPENDABILITY

Ways To Measure Up

- school
- training
- apprenticeships
- work study programs
- volunteer training
- on-the-job training
- employment
- military
- home/family duties
- social groups/clubs
- sport practices
- appointments kept
- bill payments

EMPLOYERS ALWAYS COUNT THE FAULTS OF THOSE THAT KEEP THEM WAITING AND ONLY REMEMBER WHAT THOSE PEOPLE DID WRONG!

BEST COPY AVAILABLE

EMPLOYER'S EXPECTATION #3

What Can You Do? What Related Experiences Do You Have?

SELF-MANAGEMENT SKILLS

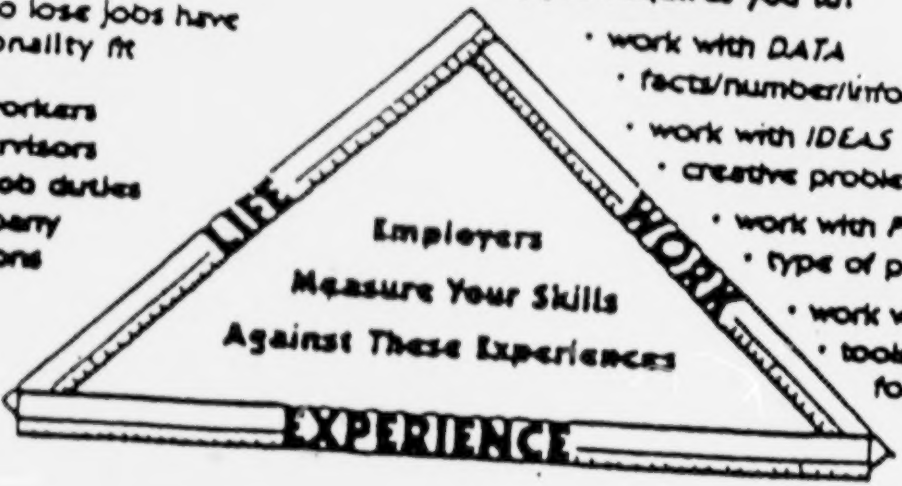
50 + % who lose jobs have poor personality fit

- with co-workers
- with supervisors
- with the job duties
- with company expectations

JOB RELATED SKILLS

Any job requires you to:

- work with *DATA*
  - facts/number/information
- work with *IDEAS*
  - creative problem solving
- work with *PEOPLE*
  - type of people/activity
- work with *THINGS*
  - tools, equipment, forms



Employers Measure Your Skills Against These Experiences

TRANSFERABLE SKILLS

- move from one job to another
- universally useable in any job
- freebee's for every employer

BEST COPY AVAILABLE

THE DESIRABLE DOZEN --

12 SKILLS NEEDED FOR JOB SUCCESS

Government workers are always looking for something to survey. Well, here's a survey from the Department of Labor that is of more than passing interest. It seems that labor analysts checked out 500 worker skills to determine which 12 are the most necessary for employment success. Here's what they came up with:

(1) Giving an honest day's work
(2) Knowing your strengths and weaknesses
(3) Getting along with others
(4) Working as a team member
(5) Basic writing skills
(6) Basic speaking skills
(7) Understanding written information
(8) Maintaining good health
(9) Organizing the work activities of others
(10) Maintaining a neat and clean appearance
(11) Being punctual
(12) Being dependable

A sense of humor probably helps, too.

Source: The ACROPRINT Dealer Newsletter. ACROPRINT Time Recorder Co.

BEST COPY AVAILABLE

What Does My Employer Want, Anyway?

There's an old saying that goes like this: If you want to understand someone, you've got to walk a mile in their shoes. Suppose for a minute that you are the proud owner of a restaurant. Now answer these questions.

1. What are some important things that your business must do to run productively and efficiently?
2. What skills do you want your employees to have?

Now compare your answer to question 2 with those found in the study described below.

Workplace Basics

The U.S. Secretary of Labor created a commission to "define the know-how needed in the workplace." The Secretary's Commission on Achieving Necessary Skills (SCANS) was made up of people from business, education, and government, who identified the skills that are needed to succeed in high-skilled, high-paid jobs. They listed three foundational skills and five workplace competencies.[2] The foundation skills include:

1. **Basic skills**, including reading, writing, mathematics, speaking, and listening.
2. **Thinking skills**, including the ability to learn, reason, think creatively, make decisions, and solve problems.
3. **Personal qualities**, including individual responsibility, self-esteem, self-management, sociability, and integrity.

Workplace competencies are those skills needed for workers to be productive. The commission listed five of these:

1. **Resources**, including the ability to allocate time, money, materials, space, and staff.
2. **Interpersonal skills**, including the ability to work on teams, teach others, serve customers, lead, negotiate, and work with people from diverse cultural backgrounds.

3. **Information**, including the ability to acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

4. **Systems,** including the ability to understand social, organizational, and technological systems; monitor and correct performance; and design or improve systems.

5. **Technology**, including the ability to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

The SCANS report demonstrates an important fact: Different, higher-level skills are needed in today's labor market than were required 20 years ago. This report is supported by the *Workplace Basics* study conducted by the American Society for Training and Development (ASTD).[3]

The ASTD asked employers throughout the United States what basic skills their employees need. The study found that most employers want their employees to possess *the workplace basics*, including these:

1. **Knowing how to learn.** The concept of lifelong learning is common in the business community. Employers spent approximately *$60 billion* in 1996 on formal employee training.[4] In 1985, U.S. businesses spent an estimated *$180 billion* for informal or on-the-job training.[5] Employees who don't have good learning skills will be unable to take advantage of this investment and may soon find their skills obsolete.

2. **Reading, writing, and computation.** People who are weak in these skills will have trouble in most jobs. The Hudson Institute has predicted that the average education required for a job by the year 2000 will be 13.5 years, compared with the current level of 12.8 years.[6]

3. **Listening and oral communication.** "The average person spends 8.4 percent of communications time writing, 13.3 percent reading, 23 percent speaking, and 55 percent listening."[7] Communication is as critical to success on the job as the three Rs.

4. **Adaptability.** Organizations must be flexible to adapt and keep pace with advances in technology, changes in the marketplace, and new management practices. Employees who are creative problem-solvers are essential to today's businesses.

5. **Personal management.** This category covers self-esteem, goal-setting and motivation, and personal and career development. For businesses to

succeed, employees must take pride in their work and be able to formulate and achieve goals. Finally, employees must know how to advance within an organization, and how to transfer skills to another business. As more businesses engage in participative management, these skills will become increasingly necessary.

6. **Group effectiveness.** Individualism is a thing of the past in most jobs. It is far more important that workers understand and practice teamwork, negotiation, and interpersonal skills. People who understand how to work effectively in groups are the foundations of successful enterprises.

7. **Influence.** Each employee must establish his or her own influence in order to successfully contribute ideas to an organization. Employees must understand the organizational structure and informal networks in order to implement new ideas or to complete some tasks.

Skills Checklist

Look at the following checklist and rank in order from 1 (most important) to 10 (least important) the employee skills that are most important to the success of your organization.

Work habits ________

Dependability ________

Desire to get ahead ________

Quality of work ________

Concern for productivity ________

Responsibility ________

Ability to read and apply printed matter ________

Attitudes toward company and employer ________

Ability to follow instructions ________

Ability to write and speak effectively ________

WHAT SKILLS SHOULD ENTRY-LEVEL EMPLOYEES POSSESS?

The following skills have been identified as important to employers in selecting entry-level employees. Try to rank in order the five considered to be the most important.

_____ able to clarify instructions
_____ accepts constructive criticism
_____ appearance
_____ able to communicate
_____ cooperative nature
_____ enthusiastic
_____ flexible
_____ follows directions
_____ interpersonal or social skills
_____ manual/perceptual skills
_____ mathematical skills
_____ problem-solving/reasoning skills
_____ reading skills
_____ responsibility
_____ self-confident
_____ self-disciplined
_____ school grades
_____ understanding of work/business
_____ willingness/ability to learn quickly
_____ work experience
_____ writing skills
_____ handwriting

Ans Key

WHAT SKILLS SHOULD ENTRY-LEVEL EMPLOYEES POSSESS?

The following skills have been identified as important to employers in selecting entry-level employees. Try to rank in order the five considered to be the most important.

----- able to clarify instructions
----- accepts constructive criticism
----- appearance
--1-- able to communicate
----- cooperative nature
----- enthusiastic
----- flexible
--2-- follows directions
--5-- interpersonal or social skills
----- manual/perceptual skills
----- mathematical skills
--4-- problem-solving/reasoning skills
----- reading skills
----- responsibility
----- self-confident
----- self-disciplined
----- school grades
----- understanding of work/business
--3-- willingness/ability to learn quickly
----- work experience
----- writing skills
----- handwriting

Personal Data Form

PERSONAL DATA

Name ____________________ (Last) ____________________ (First) ____________________ (Middle)

Address ____________________ (No. & Street) ____________________ (City) ____________________ (State) ____________ (Zip)

Permanent Address ____________________ (No. & Street) ____________________ (City) ____________________ (State) ____________ (Zip)

Phone no. ____________________ Social Security no. ____________________

Date of birth ________________ Age ______________ Ht. ____________ Wt. ______

Marital status ________________________ No. of dependents ________________

EDUCATIONAL RECORD

Name of School	Address (City & State)	Dates Attended	Grade Completed
Grade School 1.			
2.			
3.			
Junior High School 1.			
2.			
3.			
High School 1.			
2.			
3.			
Other 1.			
2.			

Course of Study ____

Copyright © Teachers College, Columbia University, 1975.
Copyright is claimed until 1985. Thereafter, all portions of the work covered by this copyright shall be in the public domain. This work was developed under a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement shall be inferred.

THE PSYCHOLOGICAL CORPORATION
NEW YORK, N.Y.

BEST COPY AVAILABLE

EMPLOYMENT RECORD

1 *(list most recent job first)*

Name of employer____________________ Phone no. __________

Address____
(No. & Street) (City) (State) (Zip)

Position or job held__________________ Department __________

Description of job ________________________________

____

Dates of employment: From__________ To__________
month / year month / year

Starting salary______________ Ending salary______________

Name and title of supervisor____________________________

Reasons for leaving or seeking new position ________________________

____

2

Name of employer____________________ Phone no. __________

Address____
(No. & Street) (City) (State) (Zip)

Position or job held__________________ Department__________

Description of job________________________________

____

Dates of employment: From__________ To__________
month / year month / year

Starting salary______________ Ending salary______________

Name and title of supervisor____________________________

Reasons for leaving or seeking new position________________________

____

EMPLOYMENT RECORD

3

Name of employer ______________________________ Phone no. ____________

Address ____
(No. & Street) (City) (State) (Zip)

Position or job held ___________________________ Department ____________

Description of job ____

____

Dates of employment: From ______________ To ______________
month / year month / year

Starting salary ____________________ Ending salary ____________________

Name and title of supervisor ____

Reasons for leaving or seeking new position _____________________________

____

4

Name of employer ______________________________ Phone no. ____________

Address ____
(No. & Street) (City) (State) (Zip)

Position or job held ___________________________ Department ____________

Description of job ____

____

Dates of employment: From ______________ To ______________
month / year month / year

Starting salary ____________________ Ending salary ____________________

Name and title of supervisor ____

Reasons for leaving or seeking new position _____________________________

____

EMPLOYMENT RECORD

5

Name of employer ______________________ Phone no. __________

Address ____
(No. & Street) (City) (State) (Zip)

Position or job held ______________________ Department __________

Description of job ____

____

Dates of employment: From ______________ To ______________
month / year month / year

Starting salary ______________ Ending salary ______________

Name and title of supervisor ____

Reasons for leaving or seeking new position ____

____

6

Name of employer ______________________ Phone no. __________

Address ____
(No. & Street) (City) (State) (Zip)

Position or job held ______________________ Department __________

Description of job ____

____

Dates of employment: From ______________ To ______________
month / year month / year

Starting salary ______________ Ending salary ______________

Name and title of supervisor ____

Reasons for leaving or seeking new position ____

____

MILITARY SERVICE

Service / Branch________________________From__________ (month / year) To__________ (month / year).

Rank at induction____________________ Rank at discharge____________________

Type of discharge____________________ Reserve status (active / inactive)__________.

Date entered active reserve__________ (month / year) Date discharged from active reserve__________ (month / year).

Draft classification______________

Additional information____

____

NATIONALITY–CITIZENSHIP

U.S. citizen: Yes_____No______ Natural born: Yes______No______

Date of citizenship_________________Alien registration no.____________________.

Permanent visa no.____________________________

PEOPLE TO NOTIFY IN CASE OF EMERGENCY

Name._________________________________ Relationship ______________

Address _________________________________ Home phone no.______________

Place of work ____________________________ Business phone no.____________

Name _________________________________. Relationship ______________

Address_________________________________. Home phone no. ______________

Place of work____________________________Business phone no.____________

PHYSICAL PROBLEMS AND ILLNESSES

Physical problems ____

Limitations on work ____

____

Current illnesses ____

Limitations on work ____

____

Mental or nervous illness ______________________________________

Limitations on work ____

____

REFERENCES

Name ____

Address ____

Title or position ______________________________ Phone no. ________________

Name ____

Address ____

Title or position ______________________________ Phone no. ________________

Name ____

Address ____

Title or position ______________________________ Phone no. ________________

Skills

Machines you can operate________________________________

Tools you can use________________________________

Things you can do (make)________________________________

Other________________________________

*Interests*________________________________

____

____

____

____

____

*Abilities*________________________________

____

____

____

____

Tips for Filling Out Application Forms

BE CAREFUL

If you are careful about following instructions on your application, an employment interviewer probably will decide that you are a careful worker.

BE NEAT

Print or write clearly, so that your application can be read easily.

BE CERTAIN

Before you begin to fill in the blanks, read everything on the application carefully. After you complete the form, read it again to make sure you have answered every question correctly.

BE ALERT

If you are not sure about the meaning of abbreviations used on the form, ask the person who gave you the form to explain them.

BE COMPLETE

Answer every question. If a question does not apply to you, write "Does not apply" or draw a line in the blank space to show that you did read the question. (If the question is one that troubles you because it deals with a problem you have had, there may be no room for a positive explanation. In that case, you may leave it blank, but be prepared to explain fully in an interview.)

BE CORRECT

Watch your spelling, grammar, and punctuation.

BE POSITIVE

Describe all your skills and abilities. Also, list the kinds of machinery, equipment, and tools you are able to use.

BE ACCURATE

Make sure your dates are correct. Explain any large time gaps in your employment history.

BE PREPARED

Take your "Personal Data Form" with you when you go to apply for a job. Having all the information about yourself ready ahead of time will help you to fill out the application completely and accurately.

The Perfect Job for You

Earlier you spent a lot of energy thinking about and recording your values and interests; your experience, skills, accomplishments, and personal management styles; your life roles, challenges, and realities; and your growth areas.

But before you begin looking at career options, think about what your ideal job would be like—the job you've always wanted, a job that would meet most of your needs. Consider all that you know about yourself, close your eyes, and picture the "perfect" job. Then answer these questions:

Location—Where are you working?

- Is it in your own country?
- Is it in a foreign country?
- What region is it in?
- What is the climate?
- What is the size of the city?
- Is it in an urban or rural setting?

Work site—What does it look like?

- Is it inside or outside?
- Do you stay in one place or move around?
- What equipment does it have?
- What does the physical setting look like?
- Is it a big, midsize, or small company?
- What kind of clothes do you wear?
- Are you working at home?
- Is it your own business?

Tasks and responsibilities—What are you doing?

- Are you doing physical tasks? Mental tasks? A combination?
- Are you working with data and information? How much of the time?
- Are you working with people? How much of the time? How many people?
- Are you working with equipment? How much of the time?
- Are you a leader? A follower? A planner? A doer?
- What skills are you using?
- What is your typical day like?

Coworkers—With whom are you working?

- What kind of person is your boss?
- Are you the boss or a supervisor?
- What are your co-workers like?
- Are you part of a team?
- How many people work with you?
- Do you work alone?

Practically speaking, few people work in an occupation that is ideal in every way. But the more you focus on what you want, the more likely you are to get as close to your ideal as possible.

Copyright © 1998 · JIST Works, Inc. · Indianapolis, IN 46202 · (317) 264-3720

CAREER CLUSTERS

A **cluster** is made up of a group of occupations that require many of the same types of skills.

The United States Department of Education has organized all jobs into career clusters. A **cluster** is made up of a group of occupations that require many of the same types of skills. Each of the clusters is a group of careers that have certain things in common. You may want to look at clusters rather than thousands of separate jobs. A brief look at each of the cluster areas may help you select a future occupational area.

Human-Service Cluster

The service occupations are predicted to be the fastest growing occupational group for the next decade. This cluster includes workers who are involved in protective service, cleaning and building service, food service, health service assistance, and personal service. Workers in this cluster may track down criminals, drive ambulances, care for children, or clean buildings.

This cluster also includes health diagnosis and treatment workers. These people are doctors, dentists, and veterinarians. These highly skilled people need the help of nurses, aides, pharmacists, dietitians, therapists, and physicians assistants. Health technologists and technicians are also in this group.

Business-Related Cluster

If working in an office, making a sale, or managing a business appeals to you, look at this cluster. People who work in marketing and sales occupations are part of this cluster. These people are the insurance workers, travel agents, retail sales agents, and advertising workers.

Another part of the cluster includes the management-related occupations. Employees in this part of the cluster have the challenge of managing and overseeing day-to-day operations of businesses.

The people who support management are also in this cluster. People who serve as typists, word processors, and airline ticket agents are among the support personnel who deal with the paper flow for management.

Human-Interaction Cluster

You may enjoy being involved with people and their problems. The human-interaction cluster might be for you. Lawyers, social workers, and religious workers make up part of this cluster. They provide such services as helping people deal with legal problems or providing religious or emotional counseling. Teachers, librarians, and counselors fall into this cluster, too. They provide information to people and teach them how to deal with the information.

Artists, writers, and entertainers also fall into this category. These people use sounds, words, and images to communicate with others. Typical job titles include news broadcasters, actors, and photographers.

Industrial and Construction Clusters

The Industrial Cluster

There are three groups of workers within this cluster. The production group includes workers who build cars, run power plants, and assemble products by hand. When the products are built, people working in transportation and moving material take over. They get the final products to the consumer. The consumer usually needs help once the products are purchased. The group of workers called mechanics, installers, and repairers are trained to help consumers keep products working and to provide repairs.

The Construction Cluster

There are also three groups of workers in the construction cluster. Engineers, architects, and surveyors design bridges, buildings, heating systems, and construction sites. Illustration 3-4 shows some of these workers in action. Workers in the construction trades are trained to take the designs of the engineers and architects and build and maintain office buildings, bridges, and houses. This cluster also includes handlers, equipment cleaners, helpers, and laborers who assist in the construction, manufacturing, and production processes.

Miscellaneous Clusters

Technologists and technicians (except those involved in health occupations) support the professionals in many fields. These workers usually specialize in using equipment such as computers, cameras, robots, or radar equipment. Example occupations would be television broadcast technicians, legal assistants, or air traffic controllers. People who work in agriculture, forestry,

Illustration 3-4

Engineers, architects, and surveyors rely on construction workers to build their dreams.

fishing, and related occupations are involved in working with the earth and its products. They manage crops, plant crops, harvest crops and trees, and manage logging operations.

People who search for answers are in occupations referred to as scientists. These occupations include natural, computer, and mathematical scientists. Their jobs may be investigating plant diseases, analyzing chemicals, or automating tasks.

The United States armed forces branch of the federal government employs more people than any other employer in the country. The armed forces workers form their own cluster called job opportunities in the armed forces. They do much the same things as are done by civilian workers, but their goal is the defense of the country.

✓ CHECKPOINT 3-5

YOUR GOAL: Get 2 or more answers correct.

Match the job titles on the left with the appropriate broad job clusters on the right in the space provided. The first one is completed as an example.

INFORMATION ON
WHO I AM

My Career Interests

My main interests are in the following areas (number your top three choices):

____ **Art:** I like to express my feelings or my ideas in creative ways. I would like working in a creative way with images, words, art, music, drama, or dance.

____ **Science:** I like discovering, collecting, and analyzing information about the natural world. I would like applying scientific research findings to problems in medicine, the life sciences, or the natural sciences.

____ **Plants and animals:** I like working with plants and animals. I would like working in farming, forestry, or fishing. I like working outdoors in all kinds of weather.

____ **Protection:** I like using authority to protect people and property. I would like working in law enforcement, fighting fires, or responding to emergency situations.

____ **Mechanics:** I like applying mechanical principles to practical situations by using machines or hand tools. I would like working in engineering, building things, operating vehicles, or working in a trade.

____ **Industry:** I like concrete, repetitive, organized activities performed in a factory setting. I would like inspecting, operating machinery, sorting products, setting up machines to produce a product, or supervising others while they do these activities.

____ **Business detail:** I like clearly defined, organized activities that require accuracy and attention to detail, primarily in an office setting. I would like working in business in record keeping, working with the public, operating a computer, or managing an office.

____ **Sales:** I like persuading others to a particular point of view or convincing them to take a course of action. I would like working with people in a store or sales office, buying and selling products to make a profit, or working in advertising.

____ **Service:** I like helping people on a one-to-one basis, catering to their wishes and needs. I would like working in hotels, restaurants, travel services, grooming, or personal health.

____ **Humanity:** I like helping others with their mental, spiritual, social, physical, or vocational needs. I would like to work in providing therapy, religious counseling, nursing services, rehabilitation, or welfare services.

____ **Leadership and influence:** I like leading and influencing others, using verbal or numerical persuasion. I would like working in a professional setting in administration, management, finance, law, social research, public relations, or education.

____ **Physical performance:** I like to perform physical activities before an audience. I would like working in athletics or sports or performing physical feats.

Copyright © 1996 · JIST Works, Inc. · Indianapolis, IN 46202 · (317) 264-3720

BEST COPY AVAILABLE

Jobs of Interest from the *EGOE/CGOE* Worksheet

Name: ______________________ Date: ______________

Instructions: Use either The Enhanced Guide for Occupational Exploration (EGOE) *or* The Complete Guide for Occupational Exploration (CGOE)*—or both—to identify at least 30 jobs (and as many more as you can) related to your area of study that sound interesting to you. For now, don't be concerned about whether you qualify for the job or if it is practical.*

The best way to do this is to begin with the listing of the 12 major EGOE/CGOE *interest areas and the subgroups of related jobs for each. This list is in the table of contents of each book. Once you have identified likely subgroups, turn to that section of the book and list any job there that meets your criteria. You do not have to read about the job titles at this point—just list them—although you may find it helpful to read them.*

	***EGOE/CGOE* Number**	**Job Title**	**Subgroup Name**
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

(continued)

BEST COPY AVAILABLE

	EGOE/CGOE Number	Job Title	Subgroup Name
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			
38.			
39.			
40.			
41.			
42.			
43.			
44.			
45.			

OOH Job Description Summary Sheet

Job Title:

List the skills you need to have to do the job:

Nature of the Work:

Working Conditions:

Employment:

Training, Other Qualifications, and Advancement:

Job Outlook:

Earnings:

Related Occupations:

Sources of Additional Information:

Why did you pick this job?

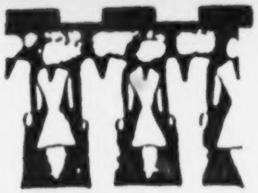
Notes about this job and your conclusion about it as a possibility:

Copyright © 1995 • JIST Works, Inc. • Indianapolis, IN 46202 • (317) 264-3720

DATA

What Types Of Data Did You Use Regularly?

Numbers,
Facts, &
Information



PEOPLE

What Type of People Involvement Did You Have?

Any Type
of People
Activity

THINGS

What Kind Of Things Did You Use Regularly?

Machines
Tools, &
Equipment

IDEAS

What New Ideas Did You Come Up With?

Creative
Problem
Solving

Job Title:

What Did You Do On Your Job????

JOB HUNTING?

How To Make A Fabulous First Impression

You only get one chance—especially when you're on that all-important job hunt. Here's how to make the right impression with the perfect hairstyle.

Keep your hairstyle simple and clean by using sprays, mousses and gels appropriately. If it's long, a neat, fresh flip could be just the thing!

No one gets a second chance at making a first impression. And with the job market as tight and competitive as it has ever been, new graduates need more than a diploma and a smile—although both definitely help.

Ninety seconds is all it takes for a first impression to be created during a job interview, and the last thing you want is a look that gets in the way or makes the wrong impression. When you look your very best, you'll have extra confidence and be able to concentrate on your qualifications.

Your hair cut contributes to first impressions greatly, according to the Artistic Director of Supercuts Salons, Linda Loredo.

"It's extremely important to be well-coiffed throughout your employment search," she notes. "Bottom line, shiny, healthy hair is the ultimate sign of confidence."

Before you hit the pavement in search of that dream job take stock of the following tips for looking your best, from Supercuts.

- Research the appearance standards for the industry or job before you interview. Depending on the job or industry involved, a look may or may not give you an edge on the competition. Keep in mind that Wall Street brokers and bankers don't wear the trendy styles typical in the retail, advertising and entertainment industries. Best advice: If you're in doubt, stay on the conservative side.
- Keep your hair well-maintained. Hair is a reflection of your personality. If you don't pay attention to it, your entire personal presentation may be misinterpreted or unappreciated. Keep your hair well-groomed by visiting a stylist every 6 to 8 weeks and using professional advice to maintain healthy-looking hair.
- Don't make your hair a fashion focal point. Any hairstyle should complement, not dominate, the overall look. Don't let your hair capture more attention than your credentials. Keep your hairstyle simple and clean by using sprays, mousses and gels appropriately. Also, don't get tied up with elaborate accessories. Small clips may be okay, but bows say "little girl."
- Don't use hair as a cover-up. If you use a hairpiece or a wig, it had better look absolutely natural. As a rule, keep hair off the face; forget those coy one-eye-covered styles.
- Communicate with your stylist. When you visit a salon to get a new interview style, tell the stylist you are interviewing for jobs and describe the type of employment you're pursuing. Make certain the stylist understands that your aim is not to look ultra hip.
- The most important aspect of a hairstyle is that it work for you. Choose one that complements your facial shape and brings attention to your best features. It should require minimal fuss and look natural.
- For a new look, try a Supercuts salon. There are more than 900 in the U.S. and Puerto Rico and over 2 million men and women visit them each month.

BEST COPY AVAILABLE

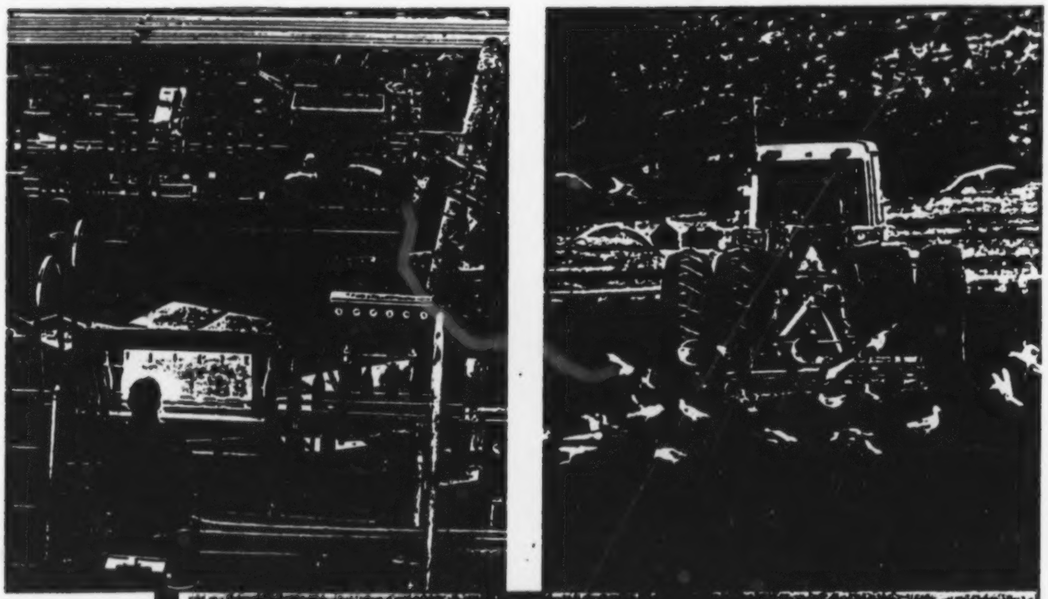


Illustration 5-6

Workplaces

HOW TO FIND THE WORKPLACE FACTS

You realize by now that many questions need to be answered before you consider a place of employment. How do you find the answers to the questions you may have?

Job Contact

Contact someone you know, or find someone who works at the same type of job for the same company you are considering. Prepare a list of questions for your job contact. Attempt to meet the job contact at the workplace to get your questions answered. What questions would you ask the persons working in Illustration 5-6?

The following questions may give you some hints as to what questions you should ask:

- What qualifications do you need for the job?
- What are your duties?
- What is the most difficult part of the job?
- Which part of the job do you enjoy the most?
- Do you think you have a future in this company?
- What is the starting salary for a position such as yours?

BEST COPY AVAILABLE

Illustration 5-6

What questions would you ask?

Visit The Workplace

Your visit with the job contact will give you the opportunity to observe the setting in which you would be working. Take advantage of this opportunity by studying the work environment. Possible questions to ask yourself about the work environment:

- Is the work area quiet, noisy, slow-paced, or busy?
- What type of dress is worn by workers?
- Is the atmosphere informal?
- Is smoking or drinking soft drinks permitted in the work areas?
- Do the workers appear to be enjoying their work?
- What equipment (if any) is being used by workers in the job area?

As you visit the workplace, be alert to comments made by supervisors and employees. You would most likely enjoy working in a company where trust, pride, fairness, teamwork, opportunity

BEST COPY AVAILABLE

for growth, recognition of work done well, and fair pay and benefits are part of the work scene. Look for, ask about, and listen for hints of these characteristics as you visit the workplace.

CHECKPOINT 5-4

YOUR GOAL: Write 3 questions.

In the space provided below, write the questions that you would ask of a job contact while you are visiting the workplace. Assume that the workplace is a fast-food restaurant at which you are considering applying for a job. The first one is given as an example.

- **Do you like working here?**

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

☞ ***Check your work. Record your score.***

WHAT YOU HAVE LEARNED

- **Before you consider or accept a place of employment, you need to find out all you can about the workplace. Check out the payment for the job. Is overtime pay available? Does the company offer a bonus? What fringe benefits are covered by the company? Will the net income of the job cover the wants and needs of your lifestyle?**
- **You should check out the career potential of the workplace, verify that the company has a good chance for success in the future, and study the work environment before you decide on a job.**
- **You should check out the workplace by talking with job contacts from that workplace. You should also, whenever possible, visit the workplace to help you make your future employment decisions.**

Tips for Effective Telephone Communication

1. Speak clearly and loudly enough to be understood.
2. Identify yourself by name.
3. Ask to speak to the person in charge of hiring.
4. Use the name of a personal reference if you have one.
5. State the purpose of your call.
6. Ask for an appointment for an interview.
7. Get the name of the person you are speaking with.
8. Say "thank you" before you say "goodbye".

1997-1998 Pennsylvania Career Guide

JOB SEARCH WORKBOOK

CONTACTING EMPLOYERS

JOB SERVICE

PENNSYLVANIA STATE JOB SERVICE

ES-2404C
REV 1-82

PREFACE

Once you have gathered information about yourself and determined your list of potential employers, it is time to begin your campaign to sell yourself in the job market. Your objective is to secure as many personal interviews as possible with potentially interested employers. The more good contacts you make, the better your chances are of "getting the job."

The purpose of this workbook is to provide you with the necessary skills to obtain an interview for yourself, to gear your application or resume toward that interview, and to learn the techniques that will help you "get hired" during the interview. The material is outlined as follows:

Initial Contact
Work Application or Resume
The Job Interview

In addition to this workbook, there are two other workbooks that should be of value to you in your job search campaign. SELF EVALUATION will assist you in taking stock of yourself, precisely recognizing your specific skills, and selecting the job that is right for you. LOCATING EMPLOYERS will assist you in determining where and how to look for jobs in the field of work you've selected.

BEST COPY AVAILABLE

INITIAL CONTACT

The purpose of this type of contact is to get interviews. There are three basic ways of doing this: (1) in person; (2) by telephone; or (3) by mail.

IN PERSON/BY TELEPHONE:

When you are inquiring about job openings and making appointments, there are several items that are important in the personal contact as well as the phone contact.

- Speak in a clear, polite, and business-like manner.
- Establish rapport - can be done by making a favorable comment on their business, product, service, etc.
- Create interest - inform the employer that you have some knowledge of their company and the type of jobs they have. Comment briefly about your own skills and how you feel you can be an asset to the employer.
- Ask for an appointment - ask for a convenient time to visit the employer to discuss your qualifications in detail.
- Overcome objections - if the employer replies they have no openings, ask if they anticipate any in the future; ask if you may submit an application for future considerations; ask if they know of other companies that may be hiring in your field. Remember - you cannot brow beat an employer into interviewing you.
- Express thanks - whether you are given an appointment or not, be sure to thank the employer.

Preparation prior to contact should include:

- Having social security number, driver's license, etc. available.
- Address and telephone number where you can be reached.
- Dates and times you are available for an appointment.
- The name of the person with whom you want to speak, usually the personnel manager.
- Knowledge of what the employer does, i.e., manufacturing, retail sales, etc.
- Knowledge of what products or services are rendered.
- Knowledge of what type of jobs they have, machinery operated, etc.

The in-person contact is the best single method of approaching an employer:

- It tells the employer that you have enough initiative to ask for a job.
- It tells the employer that you can get to his/her establishment.
- It gives you the opportunity to impress the employer with good appearance and good manners.
- It gives you the opportunity to apply for a job or be put on a list for future consideration.
- It may lead you to other employers, if the employer is impressed enough to refer you to a friend.

Personal visits should be well planned in order to be most productive, and save you valuable time and expense:

- Be sure the employer you are going to visit has the kind of job or jobs you want.
- Plan your visits so that you can call on more than one employer in a certain area whenever possible. If you are driving, this will save time and fuel. If using public transportation, it will save time and carfare.
- Time your visit - try to learn the best time and day of the week to apply for a job. Many employers post the hours during which they accept applications.

BEST COPY AVAILABLE

Telephone Calls

- You should only use the telephone to respond to a Classified Advertisement in a newspaper and/or call for an appointment for an interview. The telephone contact should not be used as a substitute for the job interview.
- Have a prepared statement, and know exactly what you are going to say, before you dial the number.
- Get the correct name of the person you are going to speak to, and if you have a problem pronouncing the name, ask the operator how to pronounce it.
- Speak clearly into the telephone, not too softly or too loud. Do not mumble.
- Sound positive and enthusiastic about your ability to do the job you are calling for.
- If you hear noise or lots of activity going on in the background, or if the party sounds anxious to get off the phone, try and get an appointment by: asking to speak to the secretary; or, asking if it would be better to call back to confirm the appointment later in the day or early the next morning. Always give choices, don't elicit yes/no type responses. If an employer tells you, for example, "I'm too busy to talk with you now", you should respond by saying "How about tomorrow afternoon, or would Wednesday morning be better". You are changing the focus of the conversation from whether he'll see you or not to when he'll talk with you. A telephone call can often be an intrusion; be prepared for postponement if the call interrupts the employer at a critical time. If this is the case, ask for a more convenient time to call back.
- Be brief, concise and to the point. This is not a social call and should be conducted in a polite business-like manner.
- Close by thanking the employer, confirming appointment if appropriate, and giving a number where you can be reached if there is a problem.

NOTE: Whether telephoning or visiting an employer about potential job openings or to arrange an appointment/interview date, remember you are not trying to get hired but only trying to obtain an appointment to speak with the employer about your qualifications.

BY MAIL:

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following cases:

- When the employer you wish to contact lives in another city or town.
- As a cover letter when you are mailing resumes.
- When you are answering a want ad.

The following guidelines may help you write a letter of application:

- Type neatly, using care in sentence structure, spelling, and punctuation.
- Use a good grade of letter-sized white bond paper.
- Address your letter to a specific person, if possible (use city directories or other sources).
- State exactly the kind of position you are seeking and why you are applying to the particular firm.
- Be clear, brief, and businesslike.
- Enclose a resume (if appropriate).

Letters of application will vary considerably depending on the circumstances in which they are used. The sample illustrates one way of writing such a letter.

SAMPLE

(date)

Mr. Wilbert R. Wilson
President, Metallic Manufacturing Company
3893 Factory Boulevard
Cleveland, Ohio , 44135

Dear Mr. Wilson:

Recently I learned, through Dr. Robert R. Roberts of Atlantic and Pacific University, of the expansion of your company's sales operations and your plans to create a new position of sales director. If this position is open, I would appreciate your considering me for it.

Starting with over-the-counter sales and order service, I have had progressively more responsible and diverse experience in merchandising products similar to yours. In recent years I have carried out a variety of sales promotion and top management assignments.

For your review I am enclosing a resume of my qualifications. I would appreciate a personal interview with you in order to discuss my application further.

Very truly yours,

John W. Doe

Enclosure

(This letter refers to the resume for a sales executive)

PURPOSE AND PLANNING: LETTERS

The letter whets the employer's appetite to learn more about you, to read the resume if enclosed and to arrange an interview with you.

POSSIBLE Plan of Letter:

Purpose - Letters should have a definite purpose.

- To get an appointment for visit next week.
- To introduce myself.
- To inform employer of my call Friday morning.

Expected Response - Build in a desired response, if possible.

- To give me an appointment for sometime next week.
- Might possibly call with a question.

Plan topics, paragraph by paragraph:

Paragraph 1

You can begin directly with a statement about why you are writing the letter and then plunge into your sales pitch.

Paragraph 2

Mention something about the company to which you are writing. Employers like to know how well you know their company and how you will fit into their business. By showing them you know about their product or achievements, you demonstrate that you have looked more than casually into the job.

The main body of your letter should tell the reader why you should get the job.

You must convince employers that you will be an asset to the company by mentioning your strongest qualifications and abilities for the job.

Example:

My ability to make people buy thumbtacks and my knowledge of doorknobs can help get Wizzo off the ground.

As a production Supervisor with your company, I could put my training in management to work for you.

Paragraph 3

- Request appointment for visit next week.
- Inform him/her of phone call Friday morning.

Paragraph 4

Closing: Express your desire to provide additional information either by letter or in person.

Example:

I would be happy to meet with you at your earliest convenience. Please feel free to call me at ______ ____________ The attached resume provides more information about my qualifications.

The Three "C's":

- Be "clear"
  - Avoid jibberish
  - Avoid disjointed sentences - - stick to the point
  - Avoid shop talk

- Be "concise"
  - Never use a paragraph when a sentence will do

- Be "complete"
  - Have I included all relevant information?
  - Have I accomplished my purpose(s)?

Affirmative Letters:

- Know the subject
- Know the reader and write directly to that person
- Request an action or response

Tone:

- Be positive
  - Negatives are harsh
  - Negatives can indicate weakness or uncertainty

- Be personal
  - "I" am writing to "you"
  - Reminds reader of your relationship
  - Write as you wish to be written to

Whether your initial contact to the employer is in person, by telephone, or by mail, be sure that:

- You are in the right frame of mind to contact the employer.
- You are organized and prepared for what you are going to say based on your knowledge of the company you are contacting and the qualifications you can provide in terms of a benefit to the company.
- Your timing is right to contact that particular employer.
- You are prepared to follow up after the contact is made.

Sometimes when you visit a company, you will not get an interview. You may be asked just to fill out an application form.

The purpose of your visits and your mailings to companies is to get interviews and if you have not heard about getting an interview within a week, you should follow up with a phone call.

BEST COPY AVAILABLE

THE WORK APPLICATION

Prior to an interview, most companies will require you to complete a work application. The application makes an important impression on a prospective employer and often makes the difference in whether or not an interview may be granted.

Several points to remember when filling out application forms:

- Make it neat and accurate. The employer will probably see your application form before he sees you. If it is a mess, you might not see the interviewer (remember, your objective at this time is to get an interview).
- The application should be carefully thought out.
- Do not leave any gaps in your employment history. Such gaps always make an employer suspicious.
- Be honest in answering questions, yet be careful when wording the truth.
- When you have completed the application form, clip a copy of your resume to it (if applicable).

Helpful Hints on Completing Required Information:

- Be aware that most application blanks request that you "please print." Avoid using abbreviations. Carry a completed application with you to which you can refer for information about your job history, various spellings, etc.
- The question "Do you plan any future schooling?" should be left blank or answered "No" unless you plan to take night courses or schooling which would help you in the job for which you are applying. A good answer is "Yes, if it will help me in my work."
- "Interests or Hobbies" should include a list of active interests, or hobbies which might have some connection with a job goal. Avoid stating "television" or "movies" which characteristically are major interests of unambitious individuals.
- "Minimum Salary" may be stated, considering what this type of job usually pays; or, preferably answer with "open."
- "What position would you like to have ten years from now?" The answer should be directly related to the kind of job applied for. A machine operator, for example, may state "supervisor."
- "What led you to consider becoming an employe of this company?" Answers: "Good company to work for"; "Good working conditions"; "I've heard good things about the company"; "I feel I would have a good opportunity to get ahead here."
- "Why did you leave your last job?" The acceptable reasons are "laid off" (seasonal), "to take a better job," "moved," etc. Avoid saying "fired" if applicable. Leave it blank and explain if necessary.
- On those questions which do not apply, draw a line in the space provided to indicate this.
- If there are a series of blanks in one area, one of which applies to a problem the individual has, if that question is blank, one should leave the entire area blank. For example, "Have you ever had: Tuberculosis _____ Heart Trouble _____ Epilepsy _____ Mental Illness _____ Chronic back pain _____ Headaches _____ Fainting or dizzy spells _____ ." If one had mental illness, for example, but wishes to leave this blank and tell the employer about it in the interview, leave the entire question blank and explain.

  On this same type of question, things such as "headaches" or "fainting and dizzy spells" should only be considered problems if the condition is severe, recurrent, and likely to reflect on the performance on the job. Everyone has headaches from time to time and the employer is only interested in knowing whether a unique problem exists.
- Describe abilities rather than disabilities.
- Provide facts which will describe what you would be like on a particular job.
- If you have worked in a great number of jobs, list those similar to the work applied for.
- Eliminate information about problems which are not relevant or which do not aid the employer in forming an accurate impression.

BEST COPY AVAILABLE

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER

NAME LAST FIRST MIDDLE

PRESENT ADDRESS STREET CITY STATE

PERMANENT ADDRESS STREET CITY STATE

PHONE NO

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

LAST

FIRST

MIDDLE

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY NAME ADDRESS PHONE NO.

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

ACTIVITIES: CIVIC, ATHLETIC, ETC.

(EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, SEX, MARITAL STATUS, AGE, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.)

(CONTINUED ON OTHER SIDE)

BEST COPY AVAILABLE

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
DUTIES				
FROM				
TO				
DUTIES				
FROM				
TO				
DUTIES				
FROM				
TO				
DUTIES				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

(IT IS UNDERSTOOD THAT ONLY JOB-RELATED DEFECTS MAY BE USED TO DENY EMPLOYMENT TO AN APPLICANT.)

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1 EMPLOYMENT MANAGER 2 DEPT. HEAD 3. GENERAL MANAGER

BEST COPY AVAILABLE

One
key to a
successful
job
campaign
is an
effective
résumé.

THE RESUME. . .A WORD PICTURE OF YOU

Resume is a French word meaning "brief history." It is the quickest and most efficient way to tell an employer everything about yourself that will convince him/her you are right for the job. It is what you write in your own words, how you see yourself, and how you want others to see you. It should reflect your own background and accomplishments.

A company will seldom hire you because of titles you held or responsibilities you exercised. They are primarily interested in your ability to produce profits or to improve the efficiency of their organization.

Therefore, you have to immediately hit him/her in the eyes - with the facts that through your experience, training, education and talent - you can handle the job.

Your resume then, is a selling device - and you are the product. You must package your qualifications in an appealing wrapper that an employer will not pass up.

It must direct itself to answer the all important questions on his/her mind.

RESUME PREPARATION

How you design your resume is completely up to you. It is to be a reflection of yourself, your personality, creativity and the ability to express yourself competently.

The resume should include:

- Name, address, and telephone number
- Objective - a broad statement of the kind of work you are looking for
- Work experience - a list of the jobs you have held, the name and address of the employer, dates worked, and a brief description of what you did on the job
- Education - a list of schools attended, dates, and major subject
- Include any honors you received
- You may list under Continuing Education - any night courses or special training you have taken during your career
- Organizations or personal achievements - list organizations you may belong to or special skills you may have
- Personal - items you may feel necessary such as marital status, military status, health, etc.
- References - do not include references in the resume. Just say "References furnished on request."

Layout:

- Should use 8½ by 11 inch white bond paper
- Should be typed neatly with a black typewriter ribbon
- Should be reproduced on good quality, plain paper copying machine
- Should have all headings in the left hand column
- Should have no typographical, spelling, or punctuation errors
- Should be balanced on the page
- Should be as few pages as possible
- Should use no abbreviations. Spell out the names of all states, universities, and organizations

BEST COPY AVAILABLE

Items to avoid:

- Salary. - do not include any mention of past salaries or desired salary. It could price you out of the market, or limit you to a salary lower than the employer is willing to pay.

  This is a point of negotiation that should be brought up only after a potential employer has decided to hire you for a job.
- Reasons for Changes in Employment - The subject should be deferred for a full discussion in a job interview, and then, only if you are questioned about it.
- Desired Position - Availability, desired locations, and willingness to travel should not be included in your resume. They should be part of a letter or discussed at a job interview.
- Miscellaneous - Need not be listed in resume:
  - Height
  - Weight
  - Health status
  - Race
  - Sex
  - Marital status - number of children
  - Supervisor's name and titles
  - Unrelated hobbies
  - Sports interests
  - Test scores
  - Academic grades
  - Church affiliation
  - Family background
  - Home ownership
  - Social Security number
  - Driver's License

The following sample resume is a very brief, concise description of one applicant's background. This type of resume is useful for people

- with a normal (average) skill or trade
- who plan to remain in their field of work
- who have sufficient training and/or experience to warrant completing this type document.

SAMPLE RESUME

John W. Doe

167 North Street
Harrisburg, Pennsylvania 17109

Telephone (717) 459-1677

Objective: To apply my skills in the metalworking trades or related areas.

Work Experience:

1977 - 1981	ACE Metal Products 133 Richfield Camp Hill, Pennsylvania Operated power shear and press brake. Did minor maintenance and repair on other shop machines such as drill press, lathe, and milling machine.
1976 - 1977	Ideal Ironworks, Inc. 2000 Colonial Avenue Enola, Pennsylvania Welder Trainee - used electric arc welding equipment - both vertical and overhead.
Education:	Dauphin County Vo-Tech School - 1972-1976 Diploma - Metal Fabrication
Organizations:	Coach - Little League Baseball Member - Crusaders Drum and Bugle Corps
Personal:	Married, 2 children - good health
References:	Furnished on request

DEVELOPING A FUNCTIONAL RESUME

The functional resume goes beyond simply outlining education and experience. It enables you to focus on your "transferable skills", those aptitudes or talents which you can apply in any number of situations.

This type of resume is especially valuable for people :

- with considerable work experience
- with little work experience, but considerable non-paid experience
- who want to change fields
- who want to work in fields not directly related to their education
- who are liberal arts graduates and have to bridge the gap between generalized education and specific job requirements

A key element of the functional resume is the section on skills. For example: managing and organizing skills; human relations and interpersonal skills; research and analysis skills; communication skills.

The next resume sample is an example of how one functional resume was written. It is a guide only.

BEST COPY AVAILABLE

SAMPLE FUNCTIONAL RESUME

Name
Address
City, State, Zip Code
Telephone Number

Education: Pennsylvania State University, University Park, PA

M.S.: Animal Physiology (honors graduate), 9/1975 to 1/1977

B.S.: Animal Science, 9/1971 to 5/1975

Skills: Experiment with animals such as rats, guinea pigs, and mice to determine reactions of drugs and other substances on functioning of organs and tissues, noting effects on circulation, respiration, digestion, or other vital processes.

Make quantitative and qualitative chemical and biological analyses of animal body specimens.

Study form and structure of animal bodies: Examine organ systems of animal's body by systemic observation, use of microscope and dissection.

Conduct research on cellular structure. Select and section minute particles of animal tissue for microscopic examination, using microtome and other equipment.

Employ staining techniques to make cell structures visable or to differentiate parts of cells.

Promote use of and sell ethical drugs and other pharmaceutical products to physicians, dentists, hospitals, and retail and wholesale drug establishments, utilizing knowledge of medical practices, drugs and medicines.

Explain characteristics and clinical studies conducted with drugs.

Discuss dosage, use, and effect of new drugs and medicinal preparations.

Employment: E.R. Squibb & Sons, Inc., Princeton, NJ

Position: Pharmaceutical Sales Representative for the Department of Pharmacy.

Responsible for certain hospitals, doctors and pharmacies in southern New Jersey.

Following are some examples of some functional skills and how they can be worded for resumes.

Writing

Copy writing for sales, creative writing, prose, poetry, expository writing, essays, reports, memo writing, writing for a popular audience (journalism)

Repairing

mechanical devices, equipment, furniture, doors, walls, etc.

Making Layouts

for printed media, newspapers, etc. for public displays, as in posters

Sketching

pictures of things, people, diagrams, charts, other symbols

Editing

newspaper, magazine pieces, book manuscripts, other manuscripts

Deciding

making decisions about the use of money,
making decisions involving the physical safety of others,
making decisions about alternative courses of action

Classifying

sorting information into categories, deciding about placement of people into programs

Assembling

technical apparatus or equipment, items of information into a coherent whole

Using Instruments

of a scientific nature, of a medical nature, related to motion, transportation

Inspecting

physical objects, to meet standards and to determine criteria or detect information

Record Keeping

orderly keeping of numerical data records,
keeping log of sequential information,
creating and maintaining files, clear and accurate financial records,
orderly record of services rendered

Recruiting

attempting to acquire the services of people for an organization

Processing

the orderly flow of electronic data,
introducing an individual to the procedures of an organization, channeling information through a system

Distributing

products to people personally, marketing products effectively, making them available to possible customers

Whatever resume you use, it should reflect you. Think about the person you outlined! Can you visualize the person? Does it reflect you?

Another thing to remember is that as you accumulate new experience and new capabilities, you should update and add to your resume. It is a living, changing, growing document that you'll use often throughout your career.

BEST COPY AVAILABLE

THE JOB INTERVIEW

Between every job opening and job application stands an inevitable hurdle - The Interview.

If you have followed the procedures discussed in this program, you should be well prepared for the interview - far better than most applicants.

Your careful analysis of yourself, your aims, your abilities and your accomplishments provide you with background data that is fresh in your mind and available for instant recall.

This will make it easy for you to answer all questions quickly and fully that may be asked at the interview. Knowing this should give you confidence and put you at ease during the interview.

If you have investigated the business of the prospective employer, you will be able to talk about the business and its problems. If you can demonstrate knowledge about the company's products, services, growth patterns and competition, it should place you far ahead of other applicants.

You should know personnel policies. Do they promote from within or go outside? You should know the salary scale in comparison to other companies. Is the company growing? The employer can only be impressed by knowing you have taken time to familiarize yourself with the company. This is a very important tool in selling yourself to the company.

PREPARING FOR THE INTERVIEW

Thoughtful preparation for an interview will make the difference between being hired or not being hired.

The following suggestions should assure a successful interview:

Some personal details:

- get a good night's rest before the interview.
- dress neatly, wear clean clothes in line with the position sought.
- keep cosmetics - perfume, makeup, after shave, etc., - to a minimum.
- have your "best manners" on.
- have something to read to pass long waiting periods.
- smoke only when it is appropriate - if there are no ashtrays around, don't smoke - don't smoke during the interview.
- stand, shake hands firmly when being met or introduced.
- sit up straight - not rigid, but don't slouch.
- maintain eye contact and try to interpret the employer's facial expressions and body language—look at the employer, not at the floor.
- the most important thing is to "be yourself."
- be business like put pleasant, positive and straightforward.
- take the positive approach, dwelling on what you can do for the company - do not dwell on a long list of your "problems."

Some things to do:

- go to the interview alone.
- arrive several minutes ahead of the scheduled time.
- carry a pen with you.
- in the interview, be concise and come to the point.
- sell your skills.
- answer all questions as best you can.
- be completely honest.
- admit to errors and recognize your limitations.
- indicate your flexibility and readiness to learn.
- be consistent.
- pay attention.
- understand the questions.
- keep to the point.
- have a copy of your resume with you (to leave if necessary).
- ask questions about:
  - the company and their plans for the future.
  - the position and responsibilities.
  - the opportunities.
  - the fringe benefits.
- leave when the interview is over (don't prolong the discussion).

Some things NOT to do:

- don't bring friends along.
- don't drink beer or liquor before the interview.
- don't eat onions or garlic before the interview.
- don't smoke or chew gum during the interview.
- don't be a comedian.
- don't exaggerate.
- don't take over the conversation.
- don't try to hide anything.
- don't interrupt.
- don't stall.
- don't be too hasty.
- don't overdo or brag.
- don't softsoap.
- don't be too technical (unless requested).
- don't be evasive.
- don't try to give the answer you "think" the employer wants.
- don't make negative comments about previous bosses or employers (employment managers react negatively to these kinds of comments).
- don't presume the question - let the interviewer finish the question before you answer.
- don't wear sunglasses in the interview.

Again, before going to the interview, think about the company and how you can fit in. Do you have some special training or knowledge that will be useful to the employer?

THE INTERVIEW

The interview should be a two-way meeting. Both you and the employer should be thinking about a long-term association. Make the most of the opportunity by conveying your real self and your ability to make a contribution to the business. Also, you must determine if this employer meets your standards and objectives.

Let the employer set the pace. If he/she wishes to chat or talk about the company, be a good listener. Enter into the conversation as appropriate.

If the employer does not lead the discussion, then you should speak up. Don't completely take over, but don't let the discussion drag. It may be a test of your leadership or ability to take over when your leader fails for some reason. On the other hand, don't get the idea that every interview or every part of an interview is a trick or trap.

The average interview lasts about ten to fifteen minutes. Most employers make their decision to hire an applicant within the first five minutes of the interview. A recent study involving employment interviews revealed that if the employer had a negative impression of the applicant in the first five minutes, 90% of the time this negative impression remained, and the applicant was not hired. Therefore, it is critical for the applicant to learn that his/her most important information should be presented in the first few minutes of the interview. Information presented during this early part of the interview should be focused primarily on your skills and abilities.

As the interview progresses, try to size up the employer. What kind of person is he/she? Are you coming across? Generally, you should know how well you are doing. Do what you can to change it if you sense the need to. You can only do your best.

SELLING YOUR SKILLS

You will be selling yourself by actually selling your skills and also managing the interview. Remember, the primary objective in a job interview is to convince the prospective employer that he/she should hire you.

You may be competing with many other people for the same job. No employer will hire you because you need a job.

The key to a successful interview lies in the ability to communicate a positive attitude about yourself and the prospective job.

You must indicate:
- enthusiasm,
- flexibility,
- eagerness to face challenges,
- desire for growth

BEST COPY AVAILABLE

There are several key steps which you should take throughout the course of the interview if you want to be successful

First -- The Opening

This is the beginning part of the interview with the employer in which it is necessary to create an atmosphere conducive to two-way conversation. Tips previously mentioned will be helpful here and in the following steps.

Second -- Offer a Benefit

You must immediately arouse the employer's interest with a statement that would offer your skills in terms that would be beneficial to the company's needs. This should be a statement describing how you fit in their picture.

Third -- Bring out those needs

The employer may tell you what the company needs are while describing the available position. If not, ask some leading questions about the position or company that would get the employer talking. (If you have researched the employer, you'll be able to ask pertinent questions). Then, listen closely to what the employer says!

Fourth -- Set yourself up

All the while the employer was talking, you could be thinking of how the company's situation might be similar to a previous job situation of your own. Then, using yourself as an example, you can describe to the employer how you succeeded in handling a similar work situation on your previous job(s). By using this type parallel, the employer should become further interested in you.

Fifth -- Present your qualifications

If the employer has been at all receptive to you, then you must immediately capitalize on that interest by further describing your qualifications. In this way, you are now proving to the employer that it would be advantageous to hire you. Be sensitive to the employer's response - - he/she may be ready to hire you. If not, try to determine the employer's objections and handle them accordingly (more discussion on objections later).

Sixth -- Time for decision

If the employer is really impressed with you, he/she will probably make the next move. Otherwise, you should suggest action. If the employer indicates that he/she still has others to interview before he/she makes a decision, thank him/her for the opportunity and ask when you will be hearing from him/her again. Two suggested closings are:

a. "Thank you for this opportunity to discuss my qualifications. Will you be calling me, or may I call you in a week or so to find out your decision?"

b. "Thank you for this opportunity. Since I will be out making other contacts for the next few days, may I call you to find out your decision?

After you are offered the job you can ask any question you may have, but be very cautious during the interview not to ask too many questions. Nobody lost a job for not talking enough, but many have been lost for talking too much.

ANSWERING QUESTIONS

Questions Frequently Asked During The Employment Interview

These questions are the result of a recent survey of Pennsylvania employers. You should be prepared to answer them.

1. In what type of position are you most interested?
2. Why do you think you might like to work for our company?
3. What jobs have you held? Why did you leave?
4. What are your special abilities?
5. What kind of work interests you?
6. What are your future vocational plans?
7. What is your educational background?
8. What special training have you had?
9. What jobs have you enjoyed the most? The least? Why?
10. Are you willing to accept overtime work?
11. Are you willing to accept any shift? Rotating shifts?
12. Why should we hire you for this job rather than anyone else?
13. Why do you think you would like this particular type of job?
14. Are you looking for a permanent or temporary job?
15. Can we contact your previous employers for recommendations? If no, why?
16. Do you have any physical limitations? Are you willing to take a physical?
17. Do you have a driver's license? Transportation?
18. What other kind of job would you be interested in doing besides the one that you are applying for?
19. How do you view your capabilities? Discuss what you feel are your strengths - - weaknesses.
20. What have been your most significant accomplishments (life, career, personal)?
21. What do you know about our company?
22. What are your ideas on salary?
23. Were you in the military? What did you do?
24. Are you willing to accept a transfer to another location?
25. What would you like to be doing with our company in five years?
26. If you were the employer, what qualities would you look for when hiring people?

These types of questions almost always generate a back and forth type of discussion. Always look for the opportunity to discuss your skills in terms of the employer's needs. If the employer starts with "Tell me about yourself", then take that lead into discussing your accomplishments.

HANDLING OBJECTIONS

It is possible that you may encounter some reluctance on the part of an employer to hire you. It is important that you recognize the reason for this reluctance, neutralize it through discussion, and turn it into a more positive result. This can be done by:

- further detailing the benefit(s) the employer can derive from hiring you.
- further discussing your qualifications, thus proving that you are capable of doing the job.

The following are some of the objections an employer may pose as questions. Communication (or lack of) is generally the key in handling (or causing) objections. How you communicate in these instances could influence the employer's decision in hiring you.

Are you married?

The employer probably wouldn't ask this question if it wasn't important to him/her. He/she may want his/her employes to be married, which indicates a responsible person, or he/she may want someone single who won't be tied down to the restrictions of a family. Whatever your marital status, you should explain to the employer why it is an asset.

- If you are a woman with children, make sure to tell the employer that you have made arrangements for someone to care for your children while you are working, and that you will not be missing work when they are sick.
- If you are a married woman, it may be necessary to tell the employer that your husband is going to be in the area a long time, because the employer may feel you will leave the area as soon as your husband completes school or decides to change jobs.
- If a male, mention that you will not leave the job because you have a responsibility to your wife and children.
- If the job includes working overtime and/or traveling, say that you have discussed these aspects of the job with your spouse, and it creates no problem.
- If single, you can work overtime and/or travel because you do not have a family that will object.
- If you are a single woman, you should let the employer know that you plan to continue to work and stay in the area, married or not.
- Are you likely to be absent when your child is sick? "No, not likely - - perhaps in emergencies. I have adequate child care with the day care center or Mrs. ______________________ (my mother). I feel my child is old enough to handle this kind of set up."
- Are you likely to remain only a short time - perhaps until your next pregnancy or until your husband relocates to another job? "I do not plan on having any other children right now. We've bought a house (rented an apartment) in this area, and my husband is not seeking another job. Therefore, I plan to be working full time in the foreseeable future."

Are you planning to return to school?

This type of questions usually tells you that the employer is afraid you may quit your job to return to school. Your answer should include a statement of your desire to work, and that working is very important to you now. If you should decide to return to school, you would plan to go to school at night.

BEST COPY AVAILABLE

Have you ever done this kind of work?

You should never answer "no" and stop.

You could say the following:

- "I have never done this before, but I am certain that if you show me how to do it, I can do it." If you demonstrate that you are willing and eager to learn a job, you will be highly considered.
- If the employer asks if you have any experience as a manager, and you haven't, but have been in the Military Service, you may say, "When I was in the Service I was in charge of 4 men and had to make sure that they did their work properly. This involved giving as well as receiving orders." (You may use other related experience as this illustrates.)
- If you are just out of school and have never worked, you should mention things you did in school and at home which are related to this job. You should also mention that you learn new things easily and would have no problem adjusting to the job.

What kind of machines, tools, or equipment can you use?

This answer should include all information on any machine related to this job and also any hobbies that require the kinds of skills you will need for this job.

If you can read blueprints, read schematics and set up machines, mention it to the employer. It is important to mention everything you can do. It is selling the product - YOU.

Can you work under pressure and deadlines?

If the employer asks this question, you can be sure it probably means this is part of your job. Your answer should assure the employer that you can work under pressure and deadlines. You should cite examples of previous jobs or related experience when it was necessary to work under such conditions. If you ever worked at any type of production job, you can mention that you often had to fill an order in a short period of time or on short notice, and that you were always able to put in the extra effort needed to meet the deadline. If you say you cannot work under pressure, you will probably not get the job.

Why did you leave your last job?

If it was a legitimate reason for leaving, a single explanation will do.

Legitimate reasons:

- The company had a lay off and you did not have seniority.
- It was a seasonal job and the season ended.
- The company moved out of the state.
- You moved out of the area.
- New training or education has made you eligible for a different type of job such as the one for which you are applying.

Unsatisfactory reasons:

- Never use the term "fired."
- Personal problems can be stated to cover many situations.
  - If you missed work a lot.
  - Did not get along with the boss or supervisor.
  - Did not do satisfactory work.
  - Fired because of medical reasons or late often.

BEST COPY AVAILABLE

For any of these reasons you can state the job did not work out because of personal problems, but you have taken care of the problems and they will not come up again. Do not say personal reasons and stop at that.

In answering this question, do not say negative things about your previous employer. Never say you left your job because you did not get along with your boss. This employer may do business with that company or may have personal friends there. The new employer will assume that because you didn't get along with your previous boss, you will not get along with the new one. Mention only good things about your last job.

What have you done to improve yourself this past year?

Night classes, reading, Job Search course, etc.

Why do you want to work here?

NEVER, NEVER SAY – "I NEED A JOB."

A statement should be made as follows:

- This company has a good reputation in the community.
- You heard that the company appreciates good workers.
- Pleasant working conditions.
- The company has good employe benefits.
- The company has jobs that you are qualified to fill.
- THE IMPORTANT THING TO MENTION IS THAT YOU LIKE THIS TYPE OF WORK AND YOU FEEL THAT YOU CAN DO A GOOD JOB.

What position do you expect to have in five years?

Indicate your desire to learn new things, gain more experience, and become more valuable to the company. If you know that this is the type of place which advances from within, state your desire to learn your job well, and that you eventually would like to achieve a position of higher responsibility within the company.

Be careful if you do not know the advancement policies. Do not state a specific position you are hoping to achieve because the employer may think you will be dissatisfied with the position that is open. It would be best to say I hope to become the best person the company has in that particular area.

What are your salary requirements?

It is usually best not to discuss salary until after the job is offered. If you mention a figure below the standard wage, you may wind up with less than you could have gotten. If you ask for a salary higher than the company is paying, you will not get the job. An employer will not hire anyone who states a higher salary than is being paid because it is believed you will never be happy at a lower salary, and you will leave once a better position is offered.

If asked the question at the beginning of the interview, you may say or ask:

- "The salary is negotiable, and I am sure an agreeable wage will be reached."

- "What salary is the company offering?"

- "The salary is flexible."

When are you available for work?

Express interest to begin as soon as possible. Do not prolong your starting date for more than one week or the employer will think you do not really want the job.

You may say you will start whenever he needs you. If he states too soon, you may say you would like to have a few days to take care of a few personal matters.

[illegible]

This is probably the most difficult of the objectionable explanations because of many variables. Physical handicaps, more than any other problem, are seen by an employer as likely to interfere with your ability to perform a job. You should be fully aware of your abilities in each area in which your disability may present some difficulty.

It is important that you present your abilities to an employer, concentrating on them rather than your limitations. You should present your abilities specifically, stating exactly what you can do, and how that compensates for the limitation. For example, you should draw the employer's attention to any special devices which you use to make you a better worker.

Have you ever spent time in prison?

This question should be answered honestly. "Yes, I spent some time in prison. I did some foolish things that I regret now. The problem has been resolved. I am ready to go to work and prove that I am a hard working, stable, dependable person."

If possible, provide information which would indicate that what you did was not connected with your job or former employer. Explain that what you did (if this is the case) was due to the influence of former friends or as a result of a previous problem, thus putting the offense in the past and making it appear less serious to the employer. You are mainly telling the employer that you have changed and that what you did to get in trouble with the law was a foolish thing to do. Emphasize that you want to work, and that you are particularly interested in the job for which you are applying. Point out your good behaviour since the incident, your good parole record, or whatever information that would substantiate your sincere desire to stay out of trouble.

Why have you changed jobs so often?

You can agree that you were a job-hopper, but then you should turn it around to your advantage. Tell the employer that you are looking for steady work; that some of the jobs were lay-offs; that although some of the jobs didn't work out, you did learn to do many different kinds of jobs and your varied experience should help on the job for which you are applying. End with a statement about really wanting this job and why you feel this job is for you. You should also be reassuring that you will stay with this employer.

MAIN REASONS WHY PEOPLE FAIL TO GET JOBS

1. Poor appearance
2. Immature attitude and behavior
3. Lack of training and/or education
4. Late arrival
5. Unrealistic salary demands
6. Bringing child or friend along
7. Lack of self-confidence/extreme nervousness
8. Unsure of what job you want or knowledge of company
9. Questions - not pertaining to job
10. Failure to do APPLICATION properly and neatly
11. Poor job history
12. Criminal record

Remember, if you have something in your background which is negative, it is imperative that you present it in a positive manner. The employer may need some explanation, further information, or a different interpretation. It's up to you to provide a positive explanation, neutralize his/her objections, and get back on the selling track. Most objections can be offset by selling your skills in terms of a benefit to the employer.

. . . . VERY IMPORTANT QUESTION . . . .

Why should we hire you instead of someone else?

Explain all the qualities you have that would make you an asset to the company, such as:

- Your good attendance and punctuality.
- Your work qualifications and any additional skills you have.
- Your ability to work fast with very few errors.
- Your ability to get along well with supervisors and other employes and the public.
- Your willingness to learn and accept additional responsibilities.
- Your willingness to work overtime.
- You like this kind of work and are good at it.

Eliminate any information about problems which are not relevant or which do not aid the employer in forming an accurate impression of you.

SUMMARY

THINGS YOU WANT TO HAVE HAPPEN IN THE INTERVIEW

1. Immediate good impression of you.

   Appearance

   Bring your folder with copies of resume, references. Stand, shake hands, have good eye contact, use employer's name.

   Positive attitude all the time.

2. Let employer know what you can do for him/her.

   Attitude - give him/her the idea you want to work.

   Your skills and experience –
   Ask questions about what skills are needed in the job - then match your skills and experience to what he/she needs.

3. Show the employer you know something about the company!

4. If there are no openings, ask:

   a) Permission to call again.

   b) "Do you know anyone who might be interested in my skills?"

THANK YOU NOTE

You can further enhance your chances of getting hired by sending a brief personal follow-up letter of thanks the day after your job interview. This personal contact not only reminds the employer of the interview with you, but also further confirms your interest in the job for which you applied. If you are the only applicant to use this tactic, it could place you above any other applicants when that employer is deciding whom to hire. A personal handwritten note on your own stationery is recommended. If you were interviewed by more than one person, then send individually addressed letters of appreciation to each person. A suggested "thank you" might read as follows:

"I greatly appreciate the opportunity you provided to discuss my qualifications for the position of ______________________________ with your company. Your interest in me is very encouraging. If you have any need for further information regarding my qualifications, please do not hesitate to contact me. I look forward to hearing from you as I am most anxious to work for your company."

Try to put your own personal thoughts into your follow-up letter in order to best convey your interest to that particular employer.

CONCLUSION

IF AT FIRST YOU DON'T SUCCEED. . .

DON'T BECOME DISCOURAGED IF YOU'RE NOT HIRED ON THE VERY FIRST TRY. MOST PEOPLE AREN'T.

BE SURE THAT YOU REVIEW THE SKILLS YOU'VE LEARNED IN THIS PROGRAM.

THEY WILL HELP YOU THROUGHOUT YOUR WORKING LIFE IN FINDING THE RIGHT JOB.

GOOD LUCK IN SELECTING A CAREER AND IN GETTING A JOB.

BIBLIOGRAPHY

Following is a partial listing of the many available publications that could be of great value in your job search campaign.

Addison-Wesley, The Job Hunter's Manual, 1975.

Lou Albee, Job Hunting After Forty, New York: Arco Publishing Company, 1970.

Elliott Bernstein, A Job Hunter's Handbook, June 1975.

Richard Bolles, What Color is Your Parachute? Berkeley: Ten Speed Press, 1980.

Marvel David and Harold Dickhut, Professional Resume/Job Search Guide, 1975.

EDN Corporation, Getting a Job, Jenkintown, Pennsylvania, 1980.

Bernard Haldane, Jean Haldane, Lowell Martin, Job Power Now!, Washington, D.C.: Acropolic Books Ltd., 1976.

Richard K. Irish, Go Hire Yourself An Employer, Garden City, NY: Doubleday Anchor, 1973.

Tom Jackson, Guerilla Tactics In The Job Market, Bantam Books Inc., New York, NY, 1978.

Richard Lathrop, Who's Hiring Who, Berkeley: Ten Speed Press, 1977.

Richard Lathrop, The Job Market, Berkeley: Ten Speed Press 1978.

Motivation Development Associates, Inc., Job Factory Workbook, Cambridge Office of Manpower Affairs.

Occupational Outlook Handbook, Washington, D.C.: U.S. Government Printing Office, 1978.

Self Directed Job Search: An Introduction, Employment and Training Administration, 1980.

Sheppard, Harold L. and Bolitsky, A. Harvey, The Job Hunt, 1966.

Eight Guidelines for Writing Superior Cover Letters

No matter what the situation, virtually every good cover letter should follow these guidelines:

1. Write to Someone in Particular

NEVER send a cover letter to "To whom it may concern" or some other impersonal opening. We all get enough junk mail; if you don't send your letter to someone by name, it *will* be treated like junk mail.

2. Make Absolutely NO Errors

One way to offend someone quickly is to misspell a name or use an incorrect title. If there is any question, call and vilify hte corectly spalding of of their nime and other detales before you send the latter. (Hey! did you catch those erears?) Review your letters carefully to be sure that they do not contain any typographical, grammar, or other errors of any kind.

3. Personalize Your Content

I've never been impressed by form letters of any kind, and you should not use them. Those computer-generated letters that automatically insert your name ("yes, Jim Furn, you have won one of the following useless and cheap prizes...") never fool me at all, and I find cover letters done this way a bit offensive. While I know that lots of job search books recommend sending out lots of "broadcast letters" to people you don't know, I suggest that doing so is a waste of time and money. If you can't personalize your letter in some way, don't send it.

4. Present a Good Appearance

Your contacts with prospective employers should always be professional. Buy good quality stationery and matching envelopes. The standard 8 1/2 -by- 11 - inch paper size is typically used but you can also use the smaller "Monarch" size paper with matching envelopes. Use only good quality paper – I prefer a white, ivory, or light beige-colored paper. This is business correspondence, so don't handwrite a cover letter. A typewriter with excellent type quality or a computer word processor with letter quality or laser output (not dot-matrix) is a must.

5. Use an Appropriate Format

Any standard business correspondence format is acceptable. Look at the sample cover letters in this chapter for ideas.

6. Provide a Friendly Opening

Begin your letter with a reminder of any prior contacts and the reason for your correspondence now. The examples will give you some ideas on how this can be handled.

7. Target Your Skills and Experiences

To do this well, you must know something about the organization or person with whom you are dealing. Present any relevant background that may be of particular interest to the person you are writing to.

8. Define the Next Step

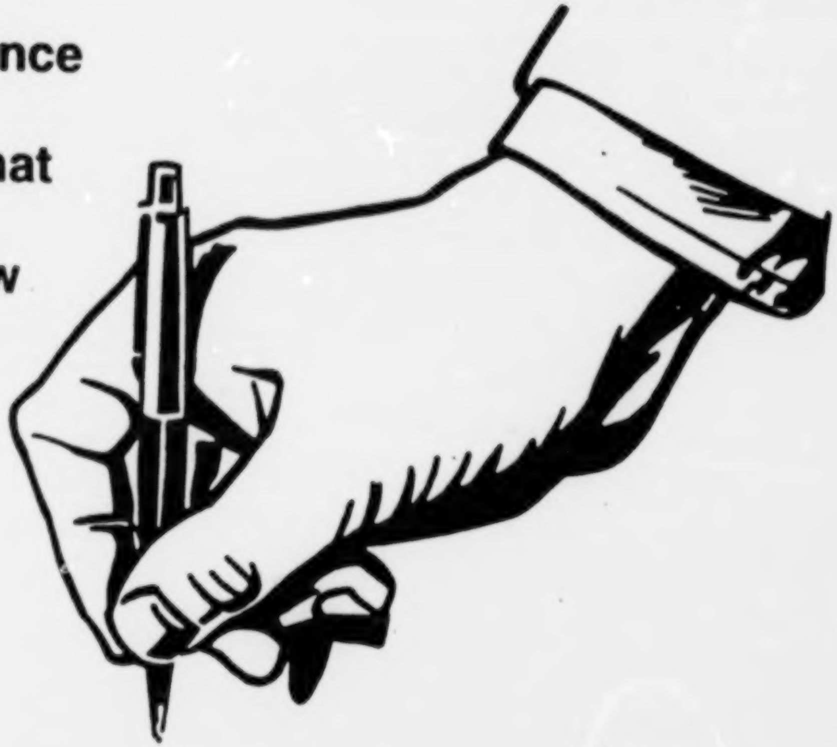
Don't close your letter without clearly identifying what you will do next. I do not recommend that you simply leave it up to the employers to contact you, since that really isn't their responsibility.

BEST COPY AVAILABLE

TIPS FOR SUPERIOR COVER LETTERS

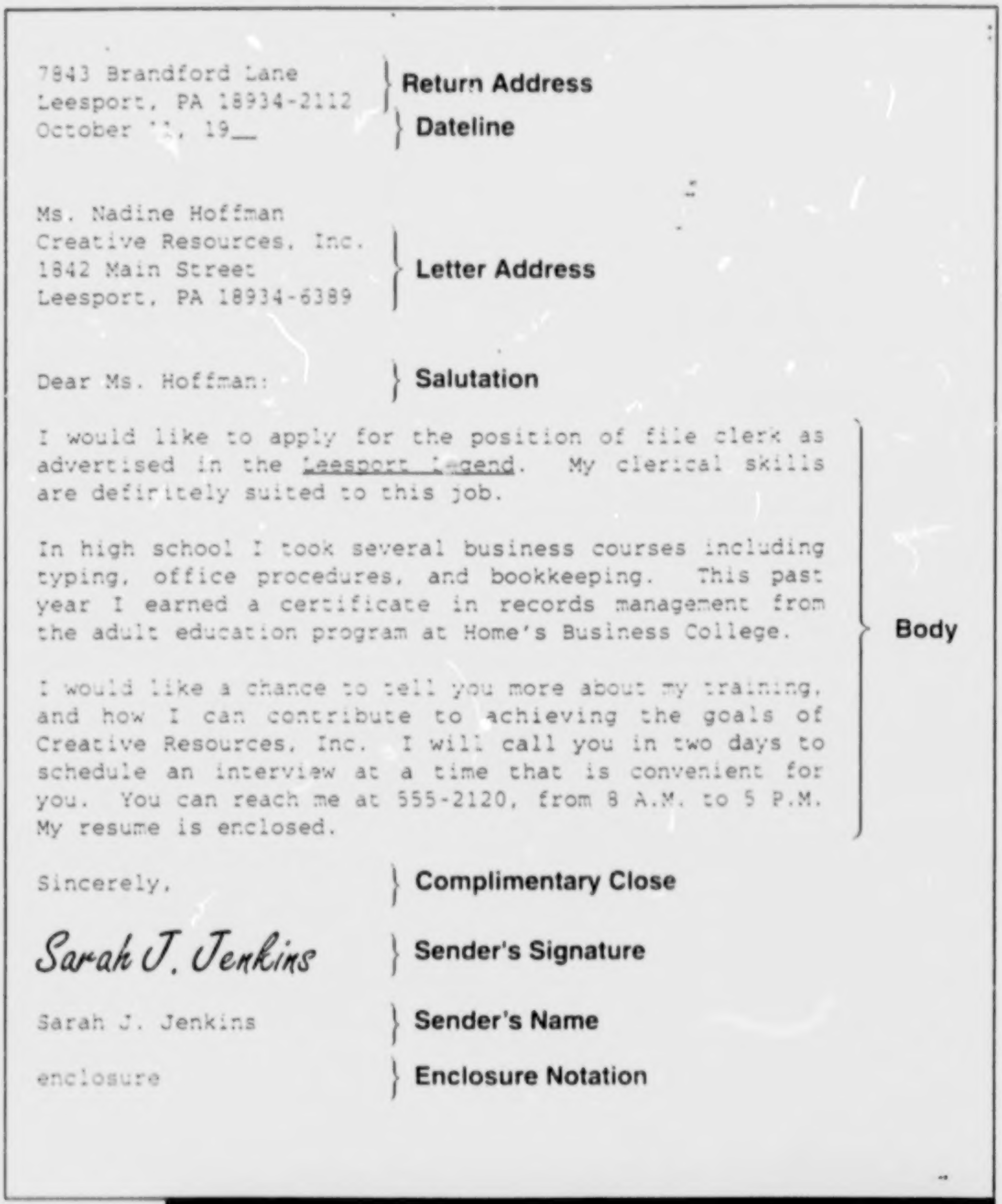
Every good cover letter:

- Presents a good appearance
- Uses an appropriate format
- Provides a friendly review
- Targets your skills and experiences
- Defines what you plan to do next



Format of a Cover Letter

The format of your cover letter should be simple and businesslike. Your cover letter should include the parts shown in Illustration 2-1.



7843 Brandford Lane
Leesport, PA 18934-2112
October 11, 19__

Ms. Nadine Hoffman
Creative Resources, Inc.
1842 Main Street
Leesport, PA 18934-6389

Dear Ms. Hoffman:

I would like to apply for the position of file clerk as advertised in the Leesport Legend. My clerical skills are definitely suited to this job.

In high school I took several business courses including typing, office procedures, and bookkeeping. This past year I earned a certificate in records management from the adult education program at Home's Business College.

I would like a chance to tell you more about my training, and how I can contribute to achieving the goals of Creative Resources, Inc. I will call you in two days to schedule an interview at a time that is convenient for you. You can reach me at 555-2120, from 8 A.M. to 5 P.M. My resume is enclosed.

Sincerely,

Sarah J. Jenkins

Sarah J. Jenkins

enclosure

Return Address
Dateline
Letter Address
Salutation
Body
Complimentary Close
Sender's Signature
Sender's Name
Enclosure Notation

Format of a Cover Letter

BEST COPY AVAILABLE

Your street address
Your city, state zip
Today's date

(several spaces depending on length of letter)

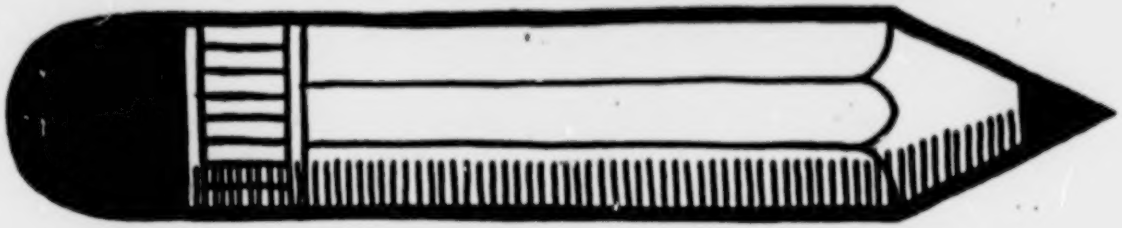
Person's name or Personnel Director
Business name
Street address
City, state zip
(space)
Dear Ms. or Mr. "Smith" or Personnel Director:
(space)
Introductory Paragraph
    Should include:
        Position Title
        How did you find out about the opening?
(space)
Body of Letter
    How do your skills, abilities, experiences and education match the job description? This is where you sell yourself. Highlight the main points from your resume so that the person reading this letter will want to know more about you and your skills.
(space)
Conclusion
    Indicate how you can be reached for an interview. Thank the person in some way.
(space)
Sincerely yours,

(3 spaces)

Name

SELF-MANAGEMENT SKILLS LIST

Acceptable
Agreeable
Amiable
Amusing
Artistic
Attractive
Calm
Cheering
Clever
Collected
Comforting
Composed
Conventional
Cool
Cordial
Creative
Delicate
Eager
Earnest
Easygoing
Engaging
Enterprising
Enthusiastic
Excitable
Expressive
Gentle
Genial
Happy
Hearty
Impressive
Inspiring
Investigative
Jolly
Jubilant
Keen
Lively
Magnetic
Meek
Mild
Mobile
Nice
Peaceful
Placid
Playful
Pleasant
Pleasing
Profound
Quick
Quiet
Realistic
Refreshing
Sensible
Sensitive
Serene
Sentimental
Sharp
Sincere
Sober
Social
Soothing
Spirited
Sportive
Stimulating
Subdued
Sweet
Tame
Tender
Thrilling
Tranquil
Warm
Winning
Witty
Zealous



RESUME WRITING TIPS

- Write it yourself
- Make it error free
- Make it look good
- Be brief and be relevant
- Be honest
- Be positive
- Be specific
- Use action words and short sentences
- Avoid anything negative
- Edit and edit again

TYPES OF RESUMES

1. Chronological

(Lists experience beginning with most recent)

Pros:
- Good for those with a strong work history
- Employers prefer it

Cons:
- Displays problems like job–hopping and gaps
- Not good for career–changers and those with little work experience

2. Skills or Functional

(Experiences listed under key skills)

Pros:
- Highlights strengths, hides weaknesses
- Can present life experiences
- Good for those with limited work experience

Cons:
- Some employers do not like this type
- Can "backfire" if poorly done

3. Combination

- Combines elements of both resume types

A RESUME IS . . .

- Expected from you by many employers
- A quick way to make an impression — either good or bad
- A way to answer "Why should I hire you?" by providing related skills, accomplishments and experiences
- More likely to get you screened out than in — especially when used in the traditional way

A RESUME IS NOT . . .

- The best tool for getting interviews
- Going to get you a job offer

THE TYPE OF WORK YOU WANT

Employers like to know the type of work you want to do. They like to see that you know what you want. Employers want to match your interest with their company's need.

You will include what you want to do in your resume by writing an objective. An **objective** states the type of work you want to do. You can use a *general objective* or a *specific objective*.

General Objective

A general objective states the general line of work you are looking for. The following is an example of a general objective: *General labor in factory assembly. Available for all shifts.*

This objective tells an employer that you are willing and able to do a variety of jobs on an assembly line. It also tells an employer that you are willing to work first, second, or third shift.

You should use a general objective when you know the type of business or industry you would *like* to work for, but you do not know the exact job you want.

Specific Objective

A specific objective states the exact job, by title, you would like. So if you know exactly what kind of job you want, you could write a specific objective. The following is an example of a specific objective: *Sales position in retail store. Prefer flexible hours; need little supervision.*

An employer would know by this objective that you are looking for a job as a sales clerk in a retail store. He or she would also know that you would like changes in your hours, and that you do not always need someone to tell you what to do.

The Job Objective

Although a simple chronological resume does not absolutely require a career objective, a skills resume does. Without a reasonably clear job objective, it is not possible to select and organize the key skills you have to support that job objective. It may be that the job objective you wrote for the chronological resume is good just as it is; but for a skills resume, your job objective statement should be more carefully constructed.

Tips for writing a good job objective

While the job objective you write should meet your specific needs, here are some things to consider in writing it:

1. **Avoid job titles.**

   Job titles such as "Secretary" or "Marketing Analyst" can involve very different activities in different organizations. The same job can often have different titles in different organizations and using such a title may very well limit you in being considered for such jobs as "Office Manager" or "Marketing Assistant." It is best to use broad categories of jobs rather than specific titles, so that you can be considered for a wide variety of jobs related to the skills you have. For example, instead of "Secretary" you could say "Responsible Office Management or Clerical Position" if that is what you would really consider – and qualify for.

2. **Define a "bracket of responsibility" to include the possibility of upward mobility.**

   While you may be willing to accept a variety of jobs related to your skills, you should include those that require higher levels of responsibility and pay. In the example above, it keeps open the option to be considered for an office management position as well as clerical jobs. In effect, you should define a "bracket of responsibility" in your objective that includes the range of jobs that you are willing to accept. This bracket should include the lower range of jobs that you would consider as well as those requiring higher levels of responsibility, up to and including those that you think you could handle. Even if you have not handled those higher levels of responsibility in the past, many employers may consider you for them if you have the skills to support the objective.

3. **Include your most important skills.**

   What are the most important skills needed for the job you want? Consider including one or more of these as being required in the job that you seek. The implication here is that if you are looking for a job that requires "Organizational Skills," then you have those skills. Of course, your interview (and resume) should support those skills with specific examples.

4. **Include specifics if these are important to you.**

   If you have substantial experience in a particular industry (such as "Computer Controlled Machine Tools") or have a narrow and specific objective that you *really* want (such as "Art Therapist with the Mentally Handicapped"), then it is OK to state this. But, in so doing, realize that by narrowing your alternatives down you will often not be considered for other jobs for which you might qualify. Still, if that is what you want, it just may be worth pursuing (though I would still encourage you to have a second, more general objective just in case).

BEST COPY AVAILABLE

The Job Objective Worksheet

Directions: If you are not clear about what you want to do, you should review other chapters in this book as needed to help you identify your ideal job. But, for the purposes of writing a skills resume, completing the items that follow will help you write a job objective.

1. **What sort of position, title, and area of specialization do you seek?** Write out the type of job you want just as you might explain it to someone you know.

____

____

____

2. **Define your "bracket of responsibility."** Describe the range of jobs that you would accept at a minimum as well as those that you might be able to handle if given the chance.

____

____

____

3. **Name the key skills that you have that are important in this job.** Describe the two or three key skills that are particularly important for success in the job that you seek. Select one or more of these that you are strong in and that you enjoy using and write it (or them) below.

____

____

____

4. **Name any specific areas of expertise or strong interests that you want to use in your next job.** If you have substantial interest, experience, or training in a specific area and want to include it in your job objective (knowing that it may limit your options), what might it be?

____

____

____

5. **Is there anything else that is important to you?** Is there anything else that you want to include in your job objective? This could include a value that is particularly important to you (such as "A position that allows me to affect families" or "Employment in an aggressive and results-oriented organization"); a preference for the size or type of organization ("A small-

Finalize your job objective statement

Most employers will be impressed with someone who is very clear about the job they want and why they want it. Few interviews end well unless the interviewer is convinced that you want the job available and have the skills to do it reasonably well.

For this reason, it is essential to have a clear job objective. Then, once you've settled that, go out and get interviews for jobs that closely approximate what you want. In the interview, support your interest in the job by presenting the skills and experiences you have and the advantages you present over others they may be considering. It sounds simple enough – and can be – as long as you are clear about what you want to do and are well organized about finding it.

Tips on Completing a Job Application Form

You may think that you already know how to answer the questions on a job application form. And you do! You answered these questions when you wrote your resume (Unit 1).

You want your job application form to make a favorable impression on the person(s) reading it. The following additional points will help give you a positive image through your application:

1. Always take two good pens with black ink in case one runs dry. Black ink looks more professional and matches the print on most forms. Black ink also photocopies better.
2. Ask to take the job application form home to complete. If you can, write out your answers first for practice. Rewrite your final answers on the application form.
3. Read the entire application *before* you begin.
4. Complete *every* blank. If you do not have an answer or the question does not apply to you, draw a line in the blank or write *N/A*. *N/A* means "not applicable."
5. Follow the directions carefully. If the directions say "Print," make sure you print all your responses. If the directions say to use ink and not pencil, make sure you use an ink pen to complete the form.
6. Check your spelling. Carry and use a small pocket-sized dictionary if you have trouble spelling.
7. Write or print neatly and clearly.
8. BE NEAT! Keep the application form neat and clean.
9. Sign the job application form. Many employers will not accept an application form until it is signed.
10. Read over your completed form. Check all blanks and spelling again.

You can use Illustration 2-4 as a reference to complete a job application form. See how many words and abbreviations you already know. Pay special attention to those that are new to you.

221

[illegible]

Words Commonly Found on Job Application Forms

compensation—what you will get paid; your salary
confidential—in secret
dependent—people who rely on you for support; your children
disability—an injury or weakening health condition
discharged—let go
disposition of case—what the judge's ruling was in the case
eligible—qualified
felony—a serious crime like rape, muder, or grand larceny
maiden name—a woman's last name before she marries
marital status—whether you are married, single, divorced, or separated
misdemeanor—a crime less serious than a felony, like petty theft
occupation—a job or profession
permanent—fixed or lasting
previous—happening before
residence—where you live
sex—male or female
signature—your name written out in longhand
spouse—the person you are married to; your wife or husband
surname—your last name

Most job application forms use abbreviations to save space. Learn the list of abbreviations in Illustration 2-5 before you begin completing an application form.

[illegible]

Abbreviations Commonly Found on Job Application Forms

A.C.	area code	mo.	month
B.D.	birth date	No.	number
Co.	company	S	single
D	divorced	sep.	separated
D.O.B.	date of birth	Soc. Sec. or SS#	Social Security number
f	female	tel.	telephone number
H. or ht.	height	W. or wt.	weight
m	male	yr.	year
M	married	ZIP	Zip Code

JOBS IN PROFILE—Credit Clerk and Authorizer

Credit clerks and authorizers review a person's credit history and get information needed to decide if the person should be approved for credit. They contact credit bureaus and people applying for credit. They also make sure loan documents are accurate.

"APPEARANCE COUNTS"

THE WAY YOU LOOK TELLS OTHER PEOPLE HOW YOU FEEL ABOUT YOURSELF. BY DRESSING APPROPRIATELY FOR AN INTERVIEW, YOU ARE CREATING A GREAT FIRST IMPRESSION. THAT FIRST IMPRESSION TAKES ABOUT 10 SECONDS. MAKE THE MOST OF THESE SECONDS!

✓KEEP TWO OUTFITS CLEAN AND WRINKLE FREE IN YOUR CLOSET AT ALL TIME.

✓KEEP SHOES POLISHED AND SCUFF FREE.

✓NEVER WEAR YOUR OUTFITS UNLESS YOU ARE INTERVIEWING.

✓ HAIR SHOULD BE COMBED, CLEAN AND A CONSERVATIVE STYLE.

✓ NEVER WEAR PERFUME OR AFTERSHAVE. IF POSSIBLE SHOWER AND SHAVE IMMEDIATELY BEFORE YOUR APPOINTMENT.

✓ DO NOT DRINK ALCOHOL FOR AT LEAST 24 HOURS BEFORE THE INTERVIEW. YOUR EYES, SKIN TONE AND WITS WILL BE DULL.

✓NAILS SHOULD BE TRIMMED AND CLEANED (POLISH SHOULD BE CLEAR OR CLOSE TO NATURAL SKIN TONE)

BE CONSERVATIVE AND WELL GROOMED

"DRESS FOR THE INTERVIEW - NOT THE JOB"
WOMEN

TYPE OF INTERVIEW

SUIT (JACKET & SKIRT MATCH) DRESS WITH MATCHING JACKET (HEM LENGTH SHOULD BE CONSERVATIVE)	(OFFICE, SALES, SERVICES, RETAILING, RESTAURANTS, AIRLINES)
PANTS SUITS, DRESS SLACKS AND BLOUSES	(MANUFACTURING, RETAILING, TRADES, RESTAURANTS)
(DENIM JEANS - CORDUROY -OTHER CASUAL WEAR)	CONSIDERED UNACCEPTABLE

✧ THE RULES OF DRESSING FOR WOMEN ARE FLEXIBLE. HOWEVER, IT IS IMPORTANT THAT CLOTHES FIT AND BE IN GOOD CONDITION.

BLOUSES	LONG SLEEVE (NEVER SLEEVELESS) SWEATERS ARE CONSIDERED INAPPROPRIATE (FRONT TIE BOW IS OUT OF DATE)
SHOES	BLACK, NAVY, BROWN, GREY, BURGUNDY FLATS ARE FINE - HEEL UP TO ABOUT 2 ½" (NEVER MULTICOLORED OR OPEN HEEL/ TOE)
PANTYHOSE	NEUTRAL TONES ARE BEST OFF BLACK, GREY, CREAM, NAVY ACCEPTABLE
BELTS	BROWN, BLACK, GREY, BURGUNDY
JEWELRY	WEDDING/ENGAGEMENT RINGS SMALL NECKLACE & EARRINGS SINGLE BRACELET OR WRISTWATCH
MAKEUP	CONSERVATIVE - SUBTLE - NATURAL
PURSE	BEST NOT TO CARRY ONE - USE INTERVIEW KIT
HAIR	NEAT - CLEAN - CONSERVATIVE SHOULDER LENGTH OR TIED BACK

WHEN IN DOUBT - BE CONSERVATIVE

"DRESS FOR THE INTERVIEW - NOT THE JOB"
MEN

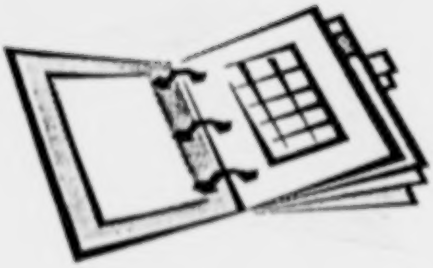
TYPE OF INTERVIEW

TWO PIECE SUIT (JACKET & PANTS MATCH)	OFFICE, SALES, SERVICES, AIRLINES
SPORTS JACKET (JACKET & PANTS DIFFERENT)	TRADES, MANUFACTURING, RETAILING
DRESS PANTS AND SHIRT	RESTAURANTS, ENTERTAINMENT, MANUFACTURING
(DENIM JEANS- CORDUROY- OTHER CASUAL WEAR)	CONSIDERED UNACCEPTABLE

✣MEN SHOULD TAKE PARTICULAR CARE THAT CLOTHES FIT AND BE IN GOOD CONDITION

SHIRTS	LONG SLEEVE WHITE, CREAM, OR PALE BLUE
TIES	DO NOT MATCH THE OUTFIT (DO NOT WEAR A GRAY TIE WITH A GRAY SUIT) (NO CARTOON CHARACTERS, POLKA DOTS, SPORTING SYMBOLS, DESIGNER NAME OR LOGO)
SHOES	BLACK OR BROWN LEATHER, PREFERABLY WITH SHOELACES (TENNIS SHOES OR COWBOY BOOTS ARE NEVER APPROPRIATE)
BELTS	BLACK OR BROWN LEATHER (NO OVERSIZED BUCKLES OR LOGOS)
JEWELRY	WEDDING BAND, PLAIN WATCH, CUFF LINKS ONLY (NO BRACELETS, NECKLACES, EARRINGS, FRATERNITY PINS, RELIGIOUS OR POLITICAL INSIGNIAS, OR SPORT WATCHES)
HATS	NO HAT OF ANY KIND
HAIR	CLEAN, COMBED & NO LONGER THAN THE BOTTOM OF THE EARS
FACIAL HAIR	PREFERABLY BE CLEAN SHAVEN (MOUSTACHE MAY BE OKAY FOR SOME INTERVIEWS)

WHEN IN DOUBT - BE CONSERVATIVE



Your Interview Kit

- Business/ Company Information
- Two or three copies of resume`/application
- Paper and blue/black pen
- Contact/reference information
- List of questions to ask
- Directions to interview
- Social Security card & driver's license/photo ID
- Money for meters, garages, and gas
- Selective Service card/ DD Form 214
- Extra pair of pantyhose
- Kleenex

Dos and Don'ts of Proper Interview Conversation

Ask appropriate job-related questions.

Show decisiveness; react with enthusiasm.

Be sure to know all involved in interview and correct spellings of names.

Review the job's requirements before leaving.

Find out if there is another interview.

Always depart confidently and courteously.

Don't discuss salary, vacation, or benefits.

Don't press for an early decision.

Don't show a defeated attitude.

(Taken from Knock 'Em Dead series)

PROVE IT!

The Easiest Way to Convince an Employer to Hire You!

1. Present a concrete example —
   Select a good "story"

2. Quantify —
   Include data: #'s, %'s, frequency, volume per week/month/year, etc.

3. Emphasize results —
   What happened as a result?
   (Increased profit, decreased turnover, improved productivity, solutions to problems, etc.)

4. Link it up —
   Tell the employer you can do it in this job too!

"SIMPLE POINTERS"

YOU MAY IMPRESS AN INTERVIEWER BY FOLLOWING THESE EASY INSTRUCTIONS

DO:

HAVE INTERVIEW KIT READY
HAVE INTERVIEW CLOTHES READY
ARRIVE ABOUT 15 MINUTES EARLY
GO ALONE
SMILE
MAKE EYE CONTACT
SHAKE HANDS FIRMLY
WAIT UNTIL YOU ARE ASKED TO BE SEATED
HAVE A GOOD ATTITUDE (BE POSITIVE)
BE NEAT & WELL GROOMED

DO NOT:

SMOKE OR CHEW GUM
MEET IN OBSCURE PLACES
ASK ABOUT SALARY/TIME OFF/VACATION
WEAR PERFUME OR AFTER SHAVE
FLIRT
LOOK AT WATCH/CLOCK
SLOUCH IN CHAIR
PUT HANDS IN POCKET
USE FIRST NAMES (UNLESS ASKED)
DISCUSS POLITICS, SEX, RACE, RELIGION, AGE,
NATIONAL ORIGIN

?　　?　　?

"Questions to Expect"

- Why do you want this job?
- What are your strengths/weaknesses?
- How would you describe yourself?
- Why did you leave your last job?
- Do you work well with others?
- Do you work well under pressure?
- Where did you hear about us?
- What kind of contribution can you make to this company?
- Why should we hire you?

BEST COPY AVAILABLE

? ? ?

"Questions to Ask"

- What would my responsibilities and duties be?
- How would I be supervised?
- Is there a training program?
- How much travel is required?
- What is the turnover rate of this company?
- Why is this position open?
- Will you describe a typical workday for me?
- What problems do you hope to solve by hiring me?
- Who would I be working with?

Questions to Ask an Employer

Your questions should tell an employer that you are interested in the job and the company. Also, you need to learn as much as you can so you can decide whether you want the job if offered. The following are types of questions you may want to ask:

1. What are the duties of the job?
2. Are there opportunities for on-the-job training or education?
3. To whom would I report? May I meet this person?
4. Are there opportunities to move up in this company?
5. What would a day on the job be like?
6. What is the greatest challenge of this job?
7. Is the company growing?
8. Why did the last person leave this job?
9. Are there union requirements?

Remember, after you ask a question, *listen* to the answers! Listen for information that you can relate to your own training or experience.

Notice that the questions on this list do not mention salary or fringe benefits. During an interview, you should focus on the company and what you can do, not on what they will do for you. Many times the salary range will already be listed in an ad, or the interviewer will tell you the hourly wage or salary. If nothing is said about wage or salary during the interview, wait until you are offered the job before you ask. The personnel department will have information about benefits.

6. Did I leave with a good last impression?
7. What would I do differently next time?

Follow-Up Letter

Writing a follow-up letter may be the deciding factor in whether you get a job offer. A follow-up letter, also called a *thank-you letter*, must be prompt. That is, you must send the letter within two days after your interview.

This letter should be brief. You should start by thanking the employer for the interview. You should then restate your interest in the job and mention your job-related skills and experience. You may also want to bring up one or two topics you discussed in the interview. See Illustration 3-4 for an example of a follow-up letter.

Illustration 3-4

Sample Follow-Up Letter

5522 Crestview Drive
Hixon, TN 37343-2012
September 12, 19___

Ms. Midori Sato
Home Building Supplies
1603 Hixon Pike
Hixon, TN 37343-1603

Dear Ms. Sato:

Thank you for the interview yesterday for the job as stock clerk. I appreciated the time you took to show me through the warehouse.

My experience as a carpenter's helper has made me familiar with most of the home building supplies you manufacture. In fact, we used your products whenever possible.

Thank you again for the interview. It is my hope you will find me the most qualified and enthusiastic candidate for the job as stock clerk.

Sincerely,

John Park

APPENDIX IV

ORIENTATION

Sample Student Letter..1

Participant Information..3

Adult-to-Work Overview......................................5

Syllabus...6

Commitment Form...7

ARIN Permission Slip...8

February 3, 1998

Mr.

Ford City, PA 16226

Dear Mr.

Welcome to the Adults-to-Work Program, or "ATW" for short. We appreciate and applaud your interest in embarking on a new career. Your first step when entering this program is attending an orientation session at the Tri-County Private Industry Council's Learning Lab in Homer City, where the ARIN classes will be held. At the orientation you will meet the class instructor, Sondra Wiggins, and the class vocational counselor, Betty Selkirk. These ladies will give you a glimpse of the type of job-search and skill-building activities you will be working on during the next eight weeks. Some of the work will be done on computers, but we don't assume you're a computer expert. Everyone is here to learn and grow. You will also get to meet and talk to Carol Hamilton, our worksite developer. Carol will be working with you and the other instructors to help you determine what kind of employment makes the best fit with your interests and needs. Everyone's goal is job and life satisfaction.

The last four weeks of this program you will be "on the job." During this part of the program, you will get a chance to try out your new career, or learn what skills you need to develop to move on to more training or education. Be assured this program is designed to meet YOUR needs with OUR guidance. During this part of the program, you will be attending class every Tuesday to discuss what is happening on the job and continue to build employment-related skills. Graduation will be during the second week of May.

You have been scheduled for an orientation on Tuesday, February 10, 1998, from . You will also need to plan to come back to the Learning Lab on Thursday, February 12, 1998, from 4:00 – 8:00 to take a "Work-related Test of Adult Basic Education." This test will be in a broad career cluster based on information you give to us during the orientation session. The purpose of this test is to find out what you already know, and what you will need to learn to be successful in the world of work.

Classes during the first eight weeks will be every Tuesday and Thursday from 4:00 – 8:00 beginning on February 17, 1998. Please plan to make this commitment.

We have enclosed a map to the Learning Lab. When you get to the building, enter through the front door and take the elevator to the second floor. We have also enclosed a personal data sheet, which gives us information about you, and to get you thinking about what you have done in the past and what you want to do in the future. Please fill out as much as you can on both sides and bring this form with you to the orientation session.

I would appreciate it if you would call the ARIN office at 1-800-272-2746 to confirm your spot in the orientation session.. Also, if you have any friends or relatives who are also interested in participating in the ATW program, have them give us a call so we can schedule them for orientation. Please ask to speak to either Colleen Zitzelman or Barbara Appleba to register.

Thanks again for your interest. I look forward to meeting you on Tuesday, February 10th.

Sincerely yours,

Susan Hanson
Adult Education Coordinator

ba

Enclosures

Participant Information

Name ____________________ Social Security ____________________
Street Address ____________________
City ____________________ State ________ Zip ____________
Phone Number ____________________ Alternate Phone Number ____________________
Vocational Goal ____________________ Date Plan Completed ____________
Date of Birth ____________ Gender ________ Employment Status ____________________
Economic Status ____________________

Family Situation

Marital Status ____________ # of Dependents ____________ # of People/Families in Household ________
Child Care Needs ____________________ Adult Care Needs ____________________
Family Medical Needs ____________________
Special Family Needs or Concerns ____________________
____
Transportation ____________________

Work History

(List the most recent position first and continue through all jobs held on either a full-time or part-time basis. Use additional sheets if necessary.)

Job Title ____________________ Start Date ________ End Date ________
Employer ____________________ City ____________ State ______
Summary of Duties ____________________
____
Functional Skills 1) ____________ 2) ____________ 3) ____________
Transferable Skills 1) ____________ 2) ____________ 3) ____________
Job Skills 1) ____________ 2) ____________ 3) ____________

Job Title ____________________ Start Date ________ End Date ________
Employer ____________________ City ____________ State ______
Summary of Duties ____________________
____
Functional Skills 1) ____________ 2) ____________ 3) ____________
Transferable Skills 1) ____________ 2) ____________ 3) ____________
Job Skills 1) ____________ 2) ____________ 3) ____________

Job Title ____________________ Start Date ________ End Date ________
Employer ____________________ City ____________ State ______
Summary of Duties ____________________
____
Functional Skills 1) ____________ 2) ____________ 3) ____________
Transferable Skills 1) ____________ 2) ____________ 3) ____________
Job Skills 1) ____________ 2) ____________ 3) ____________

Job Title ____________________ Start Date ________ End Date ________
Employer ____________________ City ____________ State ______
Summary of Duties ____________________
____
Functional Skills 1) ____________ 2) ____________ 3) ____________
Transferable Skills 1) ____________ 2) ____________ 3) ____________
Job Skills 1) ____________ 2) ____________ 3) ____________

BEST COPY AVAILABLE

EDUCATIONAL RECORD

Name of School	Address (City & State)	Dates Attended	Grade Completed
Grade School 1.			
2.			
3.			
Junior High School 1.			
2.			
3.			
High School 1.			
2.			
3.			
Other 1.			
2.			

Course of Study ____

Adult To Work Overview - 1998

ARIN Adult Education is able again this year to offer the Adult To Work (ATW) program assisting area adults in the Job Search process. Beginning on February 17, 1998, the ATW program will be held at the Tri-County PIC Learning Lab site in Homer City. This program will include group interaction as well as individualized counseling. An instructor and counselor will both be present throughout the course.

ATW is a program designed for individuals who are unemployed or under-employed and are actively seeking permanent employment. The program will offer intensive individualized career counseling, career exploration, and preparation for employment during its two sessions.

The first session will involve eight weeks of the Classroom Component. Participants will have the opportunity to use the computerized School To Work curriculum from the interactive NovaNET System while focusing on a career field and resulting occupations. Clients will also be given career related inventories and activities to help determine if their career choice is appropriate for them and to offer preparation for employment for that choice. This session's classes will be offered Tuesdays and Thursdays at 4:00 to 8:00 PM from February 17 through April 9, 1998.

The second session involves 4 weeks of the On-The-Job Component. The ATW Job Developer will search for an employer who is able to provide a mentored work experience in the client's chosen occupational field. The goal is to provide 20 hours of work experience per week for one month from April 12 through May 9, 1998. It is not guaranteed to be a paid experience; some positions may be volunteer experiences while other may involve On-The-job Training contracts. The situations will vary on an individual basis. During this session, class room training will continue 1 night per week on Tuesdays 4:00 to 8:00 PM.

This program is for individuals who are serious about finding employment. The number of clients the program can serve, with individualized attention, is limited. Only those persons who can make the 3 month commitment and have their own means of transportation and child care will be considered. Attendance will be mandatory and will be reported to the client's referring agency, if needed. The ultimate goal for each client is preparation to seek employment , enrollment in training, or actual employment.

ADULT TO WORK SYLLABUS 1998

Critical Thinking Activities
Work Related Basic Skills And Problem Solving Exercises

Job Search Attitudes
Barriers to Employment

Discovering Your Learning Strengths
What's Important To You?

Getting The Life You Really Want
Meeting An Employer's Expectations

Discovering What You're Good At
Adaptive Skills - Transferable Skills - Job Skills

Career Exploration
Planning Your Career and Setting a Job Objective

Traditional Job-Hunting Techniques
The Two Best Job-Search Methods

Dialing For Dollars
Filling Out Applications

JIST Cards
How To Write Resumes And Cover Letters

The Seven Phases Of An Interview
And How To Succeed In Each

Getting A Job Is A Job
Surviving On The Job

COMMITTMENT:

I understand the purpose, goals, and time frame of the Adult to Work Program and I agree to commit myself to the Program. I would like to be considered as a candidate for the Program.

Signature____Date_______________

ARIN Intermediate Unit 28

PERMISSION SLIP

I ______________________________ give my permission for ARIN to video tape/photograph me for use in the Adults to Work Project.

______________________________ (Signature)

______________________________ (Date)

APPENDIX V

PRACTICE JOB APPLICATIONS

Sample Application for Employment……………………………………1

S & T Bank Application for Employment…………………………………3

Montgomery Ward Application for Employment……………………………5

Little Caesars' Pizza Application for Crew Member Employment …7

Practice Application…………………………………………………………9

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER

NAME LAST FIRST MIDDLE

PRESENT ADDRESS STREET CITY STATE

PERMANENT ADDRESS STREET CITY STATE

PHONE NO. OWN HOME RENT BOARD

DATE OF BIRTH HEIGHT WEIGHT

MARRIED SINGLE WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN DEPENDENTS OTHER THAN WIFE OR CHILDREN

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, ETC.)
EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

Rediform 9G286

(CONTINUED ON OTHER SIDE)

BEST COPY AVAILABLE

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

BEST COPY AVAILABLE

S&T Bank

APPLICATION FOR EMPLOYMENT

Employee Services P.O. Box 190 Indiana, PA 15701

Prospective employees will receive consideration without discrimination because of race, creed, color, sex, age, national origin, handicap or veteran status

PERSONAL

Last Name First Middle
Date
Street Address
Home Telephone ( )
City, State, Zip
Business Telephone ( )
Have you ever applied for employment with us? ☐ Yes ☐ No If yes: Month and Year ______ Location ______
Social Security #
Position Desired
Pay Expected
Apart from absence for religious observance, are you available for full-time work? ☐ Yes ☐ No
Part-time work? ☐ Yes ☐ No If yes, what hours can you work?
Will you work overtime if asked? ☐ Yes ☐ No
Are you legally eligible for employment in the United States?
When will you be available to begin work? ______
Other special training or skills (language, machine operation, etc.)

EDUCATION

School	Name and Location of School	Course of Study	No. of Years Completed	Did You Graduate?	Degree or Diploma
Graduate				☐ Yes ☐ No	
College				☐ Yes ☐ No	
Business/Trade/ Technical				☐ Yes ☐ No	
High School				☐ Yes ☐ No	

Membership in Professional or Civic Organizations
(Exclude those which may disclose your race, color, religion or national origin)

File #

MILITARY

Did you serve in the U.S. Armed Forces? ☐ Yes ☐ No
If "Yes," in what Branch?
Describe any training received relevant to the position for which you are applying.

217

BEST COPY AVAILABLE

EMPLOYMENT

[illegible] employment record. Start with your present or most recent employer.

1	Company Name	Telephone ( )
	Address	Employed - (State month and year) From To
	Name of Supervisor	Weekly pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

2	Company Name	Telephone ( )
	Address	Employed - (State month and year) From To
	Name of Supervisor	Weekly pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

3	Company Name	Telephone ( )
	Address	Employed - (State month and year) From To
	Name of Supervisor	Weekly pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

[illegible] we may contact the employers listed above unless you indicate those you [illegible]

DO NOT CONTACT

Employer Number(s) __________ Reason ______________________________

NAME AND OCCUPATION	PHONE #	PERSONAL REFERENCES (NOT FORMER EMPLOYERS OR RELATIVES)

NAME AND OCCUPATION	PHONE #	PROFESSIONAL REFERENCES

SIGNATURE

The information provided in this Application for Employment is true, correct, and complete. If employed, any misstatement or omission of fact on this application may result in my dismissal.

I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future.

If you decide to engage an investigative consumer reporting agency to report on my credit and personal history I authorize you to do so. If a report is obtained you must provide, at my request, the name of the agency so I may obtain from them the nature and substance of the information contained in the report.

______________ Date

______________________________ Signature

BEST COPY AVAILABLE

Application For Employment

2

Notice To Applicants:

As an Equal Opportunity Employer, Montgomery Ward complies with Federal, State and local laws prohibiting discrimination in employment.

Employment with Montgomery Ward is subject to and conditional upon:

- Verification of references and minimum age requirements.
- Review of previous convictions; guilty plea, plea bargain; no contest plea.
- Completion of Form I-9 and verification of identity and eligibility to work in the United States.

Last Name	First Name	Middle Name	Social Security Number ___-__-____

Mailing Street Address	Mailing City, State	Mailing Zip Code	Home Telephone (___)___-____	☐ If None, Check Here

Business Telephone (___) ___-____

Message Telephone (___) ___-____

How were you referred to Montgomery Ward? ☐ Advertisement ☐ Friend/Relative ☐ Walk-In ☐ School ☐ Employment Service ☐ Other: ______

What Position Are You Applying For?

Other Career Areas You Would Consider

What type of work are you applying for? ☐ Management Position ☐ Full-Time (30 or More Hrs per Week) ☐ Part-Time (Less Than 30 Hrs per Week) ☐ Temporary Until ______

Salary Requirements ______ Per ______

Work Schedule ☐ Any Hours ☐ Mornings ☐ Afternoons ☐ Evenings ☐ Weekends

What date can you start work?

List Exact Hours Available: (e.g., 4:00 p.m. to 8:00 p.m., etc.)	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Are you at least age 16? ☐ Yes ☐ No

Are you at least age 18? ☐ Yes ☐ No

Can you, upon employment, provide proof of either U.S. Citizenship or the legal right to work in the United States? ☐ Yes ☐ No

1. Have you ever been convicted of a crime involving theft (such as shoplifting, robbery, burglary, credit card fraud, check fraud, embezzlement) or a drug related crime during the last 10 years? ☐ Yes ☐ No
2. Have you ever been convicted of a crime of violence (such as assault, battery, use/possession of a deadly weapon, a sexual offense, stalking) during the last 10 years? ☐ Yes ☐ No
3. Have you ever stipulated to or admitted to the commission of a crime in a court proceeding for a crime involving theft (such as shoplifting, robbery, burglary, credit card fraud, check fraud, embezzlement) or a drug related crime during the last 10 years? ☐ Yes ☐ No
4. Have you ever been convicted of a felony or plea bargained from a felony charge to a misdemeanor during the last 10 years? ☐ Yes ☐ No
5. Have you ever been discharged by an employer due to a theft related incident, situation involving dishonesty or a crime involving theft (such as shoplifting, misappropriation of property, robbery, burglary, credit card fraud, check fraud, embezzlement) or a drug related crime? ☐ Yes ☐ No
6. Have you ever been disciplined or discharged by an employer for sexual harassment? ☐ Yes ☐ No

If you answered "Yes" to questions 1 through 6, give details:

Have you ever worked for Montgomery Ward or one of its subsidiaries? ☐ Yes ☐ No	If Yes, Name of Organization and Location	Job Title	Date Left
Would You Be Willing To Relocate? ☐ Yes ☐ No	If Yes, What Geographical Preferences Do You Have?	Are There Any Geographical Areas Where You Prefer Not To Relocate? ☐ Yes, Area: ☐ No	

Education: High School, College, Graduate School and Other Education

Check the box that indicates the HIGHEST level of education that you have obtained and enter the data about the school where you obtained this level.

☐ 12 Completed 12 or Less Years
☐ 14 High School Graduate/GED
☐ 16 Business/Trade School Graduate
☐ 22 Attended College
☐ 44 Associate Degree
☐ 66 Bachelor Degree
☐ 76 Post Graduate - No Degree
☐ 77 Bachelor of Law/LLB/JD
☐ 86 Masters Degree
☐ 97 PHD or Higher

Major Subject or Field of Study: ______

School Name	School City, State	Last Year Attended	Graduated/ Received Degree? ☐ Yes ☐ No

Check the box that indicates the SECOND HIGHEST level of education that you have obtained and enter the data about the school where you obtained this level.

☐ 12 Completed 12 or Less Years
☐ 14 High School Graduate/GED
☐ 16 Business/Trade School Graduate
☐ 22 Attended College
☐ 44 Associate Degree
☐ 66 Bachelor Degree
☐ 76 Post Graduate - No Degree
☐ 77 Bachelor of Law/LLB/JD
☐ 86 Masters Degree
☐ 97 PHD or Higher

Major Subject or Field of Study: ______

School Name	School City, State	Last Year Attended	Graduated/ Received Degree? ☐ Yes ☐ No

Associate Confidential

Revised: April, 1996
34343-24

BEST COPY AVAILABLE

219

Montgomery Ward

Previous Business And Employment Experience

Please Give Complete Employment Record, Including Time In The U.S. Military Service, If Any, For The Last Ten Years. Start With The Most Recent Employer First. Accuracy In Dates Is Essential.

Current (or Last) Employer		**Street Address**		**City, State**	**Zip Code**	**Telephone**
Job Title		**Description of Duties**			**Supervisor's Name**	
From Mo. Yr. __/__	**To** Mo. Yr. __/__	**Start Salary**	**Final Salary**	**Reason For Leaving**		**May We Contact Current Employer?** ☐ Yes ☐ No
Previous Employer		**Street Address**		**City, State**	**Zip Code**	**Telephone**
Job Title		**Description of Duties**			**Supervisor's Name**	
From Mo. Yr. __/__	**To** Mo. Yr. __/__	**Start Salary**	**Final Salary**	**Reason For Leaving**		
Previous Employer		**Street Address**		**City, State**	**Zip Code**	**Telephone**
Job Title		**Description of Duties**			**Supervisor's Name**	
From Mo. Yr. __/__	**To** Mo. Yr. __/__	**Start Salary**	**Final Salary**	**Reason For Leaving**		
Previous Employer		**Street Address**		**City, State**	**Zip Code**	**Telephone**
Job Title		**Description of Duties**			**Supervisor's Name**	
From Mo. Yr. __/__	**To** Mo. Yr. __/__	**Start Salary**	**Final Salary**	**Reason For Leaving**		
Previous Employer		**Street Address**		**City, State**	**Zip Code**	**Telephone**
Job Title		**Description of Duties**			**Supervisor's Name**	
From Mo. Yr. __/__	**To** Mo. Yr. __/__	**Start Salary**	**Final Salary**	**Reason For Leaving**		

Information Provided Is Complete and True, Subject to Verification. Falsification or Omission of Information is Grounds for Termination: I certify that the above information is true and complete and understand that employment is subject to satisfactory verification of this information. I understand that falsification of this document or omission of information shall be grounds for termination. I further understand that my employment is conditional on meeting Company requirements, such as a review of conviction history, reference verification, pre-employment testing, etc.

Employment at Will Agreement: I understand and agree that, if hired, my employment is for no definite period and may be terminated at any time by Montgomery Ward or me, with or without cause or any previous notice. Further, I understand that no employee or representative of Montgomery Ward other than the Chairman and Chief Executive Officer or Executive Vice President Human Resources of Montgomery Ward has the authority to enter into an agreement for employment for any specific period of time or to make any agreement contrary to the foregoing. Only a written employment agreement signed by the Chairman and Chief Executive Officer or Executive Vice President Human Resources of Montgomery Ward shall be binding upon Montgomery Ward.

Authorization to Release Educational Records: As an applicant for employment with Montgomery Ward, I authorize the release to its representatives of all educational records pertaining to my attendance, course work and other school activities.

Authorization to Release Employment Records: I further consent to the disclosure of any and all information about me contained in private and government files relevant to this application for employment or relating to my former employment history, and I request all former employers and federal, state and local government agencies to supply said information to Montgomery Ward on their request.

Authorization to Release Misdemeanor and Felony Conviction Records: I also consent to the release of any and all of my misdemeanor and felony conviction records and I authorize federal, state and local government agencies to supply said conviction records.

Former Employer Liability Release: I authorize and request my former employers to furnish Montgomery Ward with any personnel information requested by them. I release you, my former employers, from any liability that may arise as a result of your providing such information to Montgomery Ward or its agents for any action taken due to information released by any former employer.

Retail Protective Or Security Organization's Release: I hereby authorize Montgomery Ward to investigate those records which may be obtained by retail protective or security organizations.

For Applicants in the State of Maryland Only: Under Maryland law an employer may not require or demand an applicant for employment or prospective employment or an associate to submit to or take a polygraph, lie detector or similar test or examination as a condition of employment or continued employment. Any employer who violates this provision is guilty of a misdemeanor and subject to a fine not to exceed $100.

Signature ______________________________ Date ______________

If we have not contacted you about employment within 30 days after this date, to receive further consideration it will be necessary for you to return to this office and complete another application.

BEST COPY AVAILABLE

Little Caesars® Pizza APPLICATION FOR CREW MEMBER EMPLOYMENT

Last Name	First Name	Middle	Date of Application	
Street/P.O. Box	Apt. #	City	State	ZIP

Day Phone No. ( ) -
Evening Phone No. ( ) -
Social Security No. - -

Please list any other names you have used. ____________ ____________

○ Crew Member ○ Full-Time
○ Delivery Driver ○ Part-Time

Emergency Contact's Name
Home Phone No. ( ) -
Work Phone No. ( ) -

Street/P.O. Box	Apt. #	City	State	ZIP

Personal

1. Are you at least 18 years old? ○ Yes ○ No
If no, please list birth date. ____________

2. Do you have the legal right to remain and work in the United States? ○ Yes ○ No
(Authorization for employment and Proof of Identity required upon employment)

3. Have you ever been employed by Little Caesar's before? ○ Corporate or, ○ Franchise ○ Yes ○ No
If so, when?__________ City __________ State __________
What was your immediate supervisor/owner? ____________
Why did you leave? ____________

4. What prompted you to apply for work here? ○ Company Image ○ Agency ○ Friend
○ Newspaper ○ Employee Referral ____________ ○ Other____________

5. Have you ever been convicted of a felony? ○ Yes ○ No
If yes, please explain all convictions. ____________

6. What are your personal interests or hobbies? ____________

7. Job-related organizations, clubs, professional societies. (Omit those which indicate sex, race, religion, creed, color, national origin, ancestry, and/or age.)____________

8. Is any member of your family (spouse, parent, etc.) employed in the restaurant industry? ○ Yes ○ No
If yes, please explain.____________

Education

	Name and Location of School	Dates Attended (from/to)	Circle Highest Year Completed	Major and Minor Fields of Study	Degree(s) or Diploma
High School		▨	9 10 11 12		
Technical/ Vocational					
College/ University			1 2 3 4		
Other					

Honors Received:

251

BEST COPY AVAILABLE

Availability for Work

9. What hours or shifts are you available for work? *Please note both hours available and hours unavailable to work in the table below.*

Availability	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Available							
Not Available							

10. Do you have any obligations which would affect working as scheduled? .... ○ Yes ○ No
If yes, please explain. ____

11. How soon after accepting an offer would you be able to start working? ________________

Vehicle Information(Fill out this section only if applying for a driver or management position.)

Car Make ____________ Model ______________ Year ______________ License Plate # ____________ State ______________
Drivers License # ______________________ State ______________ Expiration/Renewal Date ______________________
Insurance Company ______________________________________ Amount of Liability Coverage ______________________
Agency Name & Address ____ Phone# ______________
Policy Effective Date ____________ Policy Expiration Date ______________ Policy # ______________________________
List Below all traffic violations within the last three years (Exclude parking violations). Include date, violation, and penalty.
Date ______________________ Violation ______________________________ Penalty ______________________________
Date ______________________ Violation ______________________________ Penalty ______________________________
Date ______________________ Violation ______________________________ Penalty ______________________________

Experience

	Job 1	Job 2	Job 3
Employer			
Address/Location (Include City, State, & Zip)			
Dates Employed	from ___/___ to ___/___ Mo./Yr. Mo./Yr.	from ___/___ to ___/___ Mo./Yr. Mo./Yr.	from ___/___ to ___/___ Mo./Yr. Mo./Yr.
Position(s) Held			
Supervisor's Name			
Phone Number			
Starting Salary/Wages	$__________	$__________	$__________
Final Salary/Wages	$__________	$__________	$__________
May we contact this employer?	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
Responsibilities			
Reason for Leaving			

represent that the above information, and any other information I may be required to provide, is complete and accurate and any misstatement or omission may result in rejection of my application or termination of employment. I authorize LCE to conduct, at its discretion, felony conviction and motor vehicle record searches. I authorize my references and any state or local ncy to release any information they may have regarding me to Little Caesar Enterprises, Inc. ("LCE") and I release all parties from any liability for requesting and/or providing such rmation.

agree that if I am hired, my employment may be terminated at any time for any reason or no reason at all with or without notice by me or LCE. I agree that only the President of LCE has authority to enter into an employment arrangement other than "at-will" and it must be in writing and signed by the President and me.

ree to keep confidential all proprietary information I learn about LCE by virtue of my employment with LCE and shall not disclose it or use it for my own personal gain or for the benefit third party.

nature ______________________ Date ______________________

application was designed to comply with Federal Civil Rights Act, Title VII, the Age Discrimination Act of 1967, The Americans with Disabilities Act, The Civil Rights Act of 1991 and State Fair Employment Practice Laws. Therefore, no question answered is or will be used to discriminate adversely in matters of race, color, marital status, national origin, religion, age, sex, disability, Veteran status, or any other characteristics protected by state or local laws.

Applications are effective for 60 days, after which you must reapply.

BEST COPY AVAILABLE

Practice Application

PERSONAL INFORMATION

Name	Social Security No.	Home Phone	Work Phone

Address (No. and Street) (City) (State) (Zip Code)

If under age 18, can you furnish a work permit? ☐ Yes ☐ No	Do you have the legal right to live and work in the USA? ☐ Yes ☐ No	State visa classification and number	Date of entry

Have you ever been employed under a different name? ☐ Yes ☐ No If Yes, name ____________________

How were you referred to ? ____________________
(Please indicate name of employee, newspaper, agency, school, etc.)

Have you previously applied to for employment? ☐ Yes ☐ No If Yes, ____________________
Location Date

Have you ever worked for before? ☐ Yes ☐ No If Yes, ____________________
Location Date: From (Mo. Yr.) To (Mo./Yr.)

Relatives or Friends at NOVA:

Name Relationship Name Relationship

INTERESTS AND SKILLS

Position Desired	Wage/Salary Desired	Are you presently employed? ☐ Yes ☐ No

Hours Available ☐ Day ☐ Evening ☐ Night ☐ Rotation	Check Days Available to Work ☐ Su ☐ M ☐ T ☐ W ☐ Th ☐ F ☐ Sa	Date Available	Type of Employment (Select one from each colum ☐ Temporary ☐ Full Time ☐ Regular ☐ Part Time

Skills

☐ Word Processing ☐ CRT __________ Key Strokes per Minute ☐ Typing __________ wpm ☐ Shorthand __________ wpm ☐ Bookkeeping

Please note any special job skills:

Please list professional organizations (excluding religious) and any position held:

EDUCATION

SCHOOL	NAME	CITY	STATE	ZIP	Did you Graduate	MAJOR	DEGREE
HIGH SCHOOL							☐ Diplom
COLLEGE							
OTHER							

REFERENCES (Please exclude religious and family references)

Please list three persons whom we can contact, other than your immediate supervisor, who are able to evaluate your work abilities and professional knowledge.

NAME	ADDRESS (City, State)	RELATIONSHIP	YEARS KNOWN	PHONE

BEST COPY AVAILABLE

Include Military History

Employer
Address (City, State)
May We Contact Your Present Employer? ☐ Yes ☐ No
rom (Mo/Yr)
To (Mo/Yr)
Position at Start of Employment
Position at End of Employment
Starting Salary
Final Salary
ob Duties
Reason for Leaving

mployer
Address (City, State)
May We Contact Your Present Employer? ☐ Yes ☐ No
rom (Mo/Yr)
To (Mo/Yr)
Position at Start of Employment
Position at End of Employment
Starting Salary
Final Salary
Job Duties
Reason for Leaving

mployer
Address (City, State)
May We Contact Your Present Employer? ☐ Yes ☐ No
m (Mo/Yr)
To (Mo/Yr)
Position at Start of Employment
Position at End of Employment
Starting Salary
Final Salary
Duties
Reason for Leaving

ployer
Address (City, State)
May We Contact Your Present Employer? ☐ Yes ☐ No
rom (Mo/Yr)
To (Mo/Yr)
Position at Start of Employment
Position at End of Employment
Starting Salary
Final Salary
Duties
Reason for Leaving

loyer
Address (City, State)
May We Contact Your Present Employer? ☐ Yes ☐ No
n (Mo/Yr)
To (Mo/Yr)
Position at Start of Employment
Position at End of Employment
Starting Salary
Final Salary
b Duties
Reason for Leaving

clude any verifiable work experience performed on a voluntary basis.

TO BE COMPLETED BY ALL APPLICANTS PLEASE READ CAREFULLY BEFORE SIGNING

ly that the information contained in this application and in any resume provided by me or any party representing my interests is correct and complete to the st of my knowledge. I understand that any false statements, misrepresentations or omissions made by me on this application or any supplement thereto, will sufficient grounds for rejection of this application or discharge after employment. I hereby authorize NOVA Chemicals Inc. to obtain pertinent information rning me from former employers and others, and I release all those providing or requesting such information from any liability that may arise by truthful sures or such investigations. In the event that I become employed by NOVA, I agree to abide by all Company rules and regulations. I understand and ee that my employment and compensation will be subject to termination, with or without cause, and with or without notice, at any time, at the option of either VA or myself. I further understand that no representative of NOVA other than Human Resources has the authority to enter into any agreement with me for yment for any specified period of time, or to make any agreement contrary to the foregoing. Any such agreement entered into by Human Resources is nly if in writing.

nlawful to require or administer a lie detector test as a condition of employment or continued employment. An employer who violates this law shall be t to criminal penalties and civil liability. Your signature acknowledges you have read and agree to the material above.

Practice Application

plicant's Signature

Date

BEST COPY AVAILABLE

APPENDIX VI

EVALUATION FORMS

Adult-to-Work Feedback Form.................................1

Career Exploration Phase...2

Program Evaluation..3

ADULT TO WORK FEED BACK FORM

A. LIST AT LEAST 3 SKILLS OR CONCEPTS THAT YOU HAVE LEARNED SO FAR:

1.

2.

3.

B. Circle any of the following that helped you learn the above skills or concepts:

Textbook
Computer lesson
Individual study
Workshop discussion
Classmate's explanation
Subject content
Instructor's interaction
Teaching method
Classroom setting

C. WHAT TOPICS HAVE WE COVERED THAT YOU DIDN'T LIKE?

D. Circle any of the following that made the above topics unenjoyable for you:

Textbook
Computer lesson
Individual study
Workshop discussion
Classmate's explanation
Subject content
Instructor's interaction
Teaching method
Classroom setting

E. What aspects or activities of your Adult To Work experience have you liked or disliked so far? How could we improve the quality of your time here?

BEST COPY AVAILABLE

ADULT TO WORK
PROGRAM EVALUATION:
CAREER EXPLORATION PHASE

1. Is your current occupational field of interest different from when you entered this program? Explain.

2. How has this program affected your career goals?

3. If you have attended a program similiar to ATW, how has it compared?

4. What are your thoughts as you prepare to begin your mentorship experience?

5. What changes would you recommend for future class sessions?

6. What has had the most impact on you during the Career Exploration Phase of the ATW program?

7. How has the ATW program met your expectations so far?

8. What have you gained from the Triwork Curriculum on the computer?

ADULT-TO-WORK
PROGRAM EVALUATION

Congratulations on continuing to the end! Please write up a report evaluating the Adult-to-Work program you are finishing up next week. Please reflect back on all areas of the program and write your responses in essay form. Below are listed area we have covered in class. Use the topics as paragraphs; add any additional ones that are relevant to you. You will have part of class tonight, Monday, May 19, and this Wednesday to finish. We will collect the finished reports at next Wednesday's class, May 27; you will have an opportunity to share with the class as a group at that time also. You may complete the report at home if you like. Please prepare the report in a typewritten form.

EVALUATION TOPICS:

Program Expectations when you started.

Career Exploration/Choices.

Job Search Activities.

Triwork Computer lessons.

Typing lessons.

Job Smarts text.

Getting The Job You Really Want text.

Any recommendations for future classes.

Have you achieved the goals you wanted to.

Highlights of the program for you.

Mentorship experience.

Outside class assignments.

Becoming employed.

OTHER:

TABE testing - Basic Skills Work Related

APPENDIX VII

JOB CENTER LETTER

PENNSYLVANIA
JOB CENTER

ARMSTRONG CO. JOB CENTER
1270 N. WATER STREET
KITTANNING, PA 16201

REC
MAY

May 1, 1998

ARIN IU28
Adults-to-Work
Ms. Carol Hamilton
2895 Route 422 West
Indiana, PA 15701-8300

Dear Ms. Hamilton:

I am writing to express my appreciation for the positive changes the Adults-to-Work program has brought about in William Lasher.

Since being involved in your program, Mr. Lasher's attitude has become much more positive making him a better client to work with and enhancing his ability to find employment.

Hopefully the attitude change and the employability skills he has gained from your program will soon result in suitable employment for Mr. Lasher.

Sincerely Yours,

Terrance L Kinney /l

Terrance L. Kinney
Manager

"For a working future, this is the place"

APPENDIX VIII

WORK EXPERIENCE CONTACTS

WORK EXPERIENCE CONTACTS

- ☎ Clark Metal Products Company
- ☎ ICW Employment Services
- ☎ Indiana County Family Center
- ☎ Adelphoi Village
- ☎ United Cerebral Palsy of Western Pennsylvania
- ☎ Belmont Recreation Complex
- ☎ Saint John's Lutheran Church
- ☎ Indiana Job Center
- ☎ Kittanning Job Center
- ☎ Gorell Enterprises
- ☎ Armstrong School District
- ☎ Plant-It Earth Nursery
- ☎ Breeze Clamp Division
- ☎ Kittanning YMCA
- ☎ Klingensmith Health Care
- ☎ Stull Cleaning